

PREPUBLICATION COPY

GRADE

2

ReadyGEN   

Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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PEARSON

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Welcome to *ReadyGEN*!

Dear *ReadyGEN* Teachers,

As we continue our partnership with you to develop a Core Curriculum that meets New York City's literacy requirements and the ELA Common Core Standards, we look to you for feedback on your *ReadyGEN* resources. The prepublication format of some of your current materials offers this unique opportunity to further shape *ReadyGEN*. We encourage you to visit **PearsonSchool.com/NYCRadyGEN** and look for the Feedback button, which you can use to share your comments with us. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials, as well as for the advance postings of instructional materials.

In this delivery of *ReadyGEN* instructional materials, you will find:

Student Materials

- Sleuth, Units 1–6
- Text Collection, Units 1–3
- Reader's and Writer's Journal (*prepublication format*), Units 2–3

Teacher Materials

- Teacher's Guide (*prepublication format*), Units 2–3
- Reader's and Writer's Journal Teacher's Guide (*prepublication format*), Units 2–3
- Scaffolded Strategies Handbook (*prepublication format*), Units 2–3

We look forward to continuing our collaboration with you to set your students on the path to reading and writing success.

Sincerely,
The *ReadyGEN* Team



Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and

related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,
Sharon Vaughn
University of Texas

Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.

This first unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

Pam Allyn
Executive Director and Founder, LitLife and LitWorld



What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

Elfrieda H. Hiebert

TextProject and University of California, Santa Cruz

ReadyGEN is an exciting, engaging experience for kids.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

P. David Pearson

University of California, Berkeley

The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3) and Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with ReadyGEN, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

UNIT 3

Building Ideas



MODULE A Common Core Lesson Launch.....1–9

Lessons 1–1310–113

Performance-Based Assessment (Informative)114–121

TEXT SET



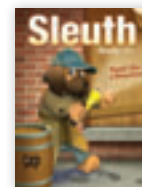
ANCHOR TEXT

*Theodore Roosevelt:
The Adventurous
President*



SUPPORTING TEXT

*Marching with Aunt
Susan*



SLEUTH

*“A Few Good Words”
“Gregor Mendel”*

MODULE B Common Core Lesson Launch.....122–131

Lessons 1–12132–227

Performance-Based Assessment (Informative).....228–235

TEXT SET



ANCHOR TEXT

*The Man Who
Made Parks*



SUPPORTING TEXT

City Green



SLEUTH

“Josh Gibson”

UNIT 3 Common Core Teacher Resources

Routines TR28–TR49

Graphic Organizers..... TR51–TR65

Text Complexity Rubrics TR66–TR69

Go to [PearsonSchool.com/NYCRReadyGEN](https://www.PearsonSchool.com/NYCRReadyGEN) for the Curriculum Updates.

- End-of-Unit Assessment

Assessment

ReadyGEN provides various assessment opportunities for you to use with children to gauge their progress toward mastery of the Common Core Learning Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If... students struggle to explain how a character's actions contribute to a story's events,
Then... use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)
If... students need extra support to understand the story,
Then... use the Close Reading Workshop in small groups to provide scaffolded support.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of children. Using these Monitor Progress formative assessments, you will be consistently aware of how children are changing and developing throughout the year. You can use this performance data to meet the individual needs of children.

Independent Writing Practice

FORMATIVE ASSESSMENT Review with children how Frederick wanted to improve the American society. Then have them consider the people who help improve their school community, such as teachers, the principal, and parents. Children will choose one of these people that they would like to interview and plan the questions for the interview on p. 170 of the *Reader's and Writer's Journal*. If time allows, have children conduct the interview. If not, have them answer the questions as if they were the person being interviewed.

FORMATIVE WRITING ASSESSMENTS

Each child's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from children's progress on these tasks can help you quickly identify children needing additional practice. Responsive individual or group instruction can further children on the path toward the module assessment.



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

Each module has a **Performance-Based Assessment** that can be used to measure students' mastery of standards.

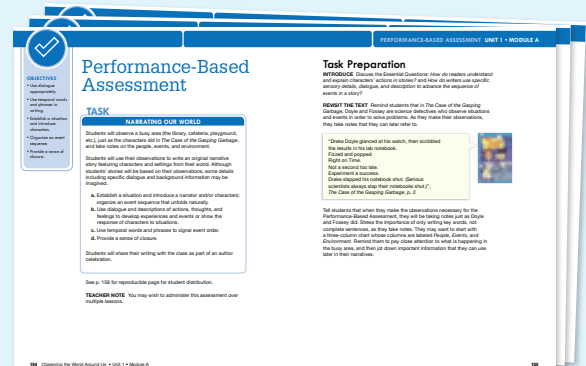
UNIT 3 • MODULE A Biographical Sketches

TASK: Children will research another person from history who was a big idea thinker and who has made a significant contribution in the United States. The research will focus on his/her everyday life, how this person was an innovator and creator of ideas and the contributions he/she made to our country. Children will conduct shared research and work together to present a biographical sketch in the form of a Q/A on their chosen person. Each child will be responsible for 3 questions and answers.

UNIT 3 • MODULE B Parks for the People

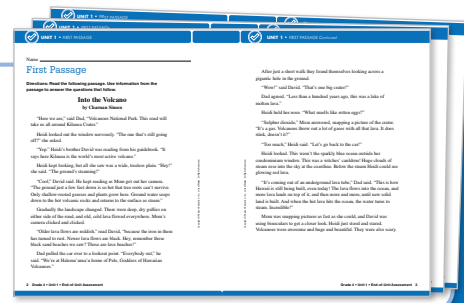
"There was no place to escape until a man named Frederick Law Olmsted changed cities forever."

TASK: Write to explain how you could improve your community by creating a park for the people. Design a park visually. Introduce your design, explain why the qualities and characteristics in your design will benefit the community. Create rules for your park.



END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on students' mastery of the standards.



Path to Common Core Success

Dig Deeply into Complex Text

Big Ideas

- Understanding People Who Build New Ideas Through Determination and Hard Work

Enduring Understandings

- **Readers** understand the value of biographical narrative as a lens into learning about historical events and time periods.
- **Writers** understand that facts and definitions help develop points in writing.
- **Learners** will explore content to understand that turning an idea into action requires determination and hard work.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

What can we learn from **reading** about people’s lives?

How do **writers** use both facts and story elements to tell a larger story about someone’s life?

MODULE GOALS

Readers use both pictures and print to glean information from a text.

Writers will create an explanatory text that introduces a topic and develops it through facts and definitions.

EXPLORE CONTENT **Learners** will explore content to understand how ideas become actions to improve a community.

Text Set

ANCHOR TEXT



The Man Who Made Parks
Lexile 820L
Informational Text

SUPPORTING TEXT



City Green
Lexile 480L
Literary Text

SLEUTH



"Josh Gibson"



PERFORMANCE-BASED WRITING ASSESSMENT

PARKS FOR THE PEOPLE

"There was no place to escape until a man named Frederick Law Olmsted changed cities forever."

Write to explain how you could improve your community by creating a park for the people. Design a park visually. Introduce your design, explain why the qualities and characteristics in your design will benefit the community. Create rules for your park.

TARGET STANDARDS

Common Core Learning Standard W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Vocabulary to Unlock Text

ReadyGEN provides systems for understanding both how words work in complex texts and also which of the words in these complex texts unlock the knowledge of critical content domains.

TEXT-BASED VOCABULARY

Generally, these are words that are important for understanding concepts within a text. These words are addressed during focused reading instruction.

- Words needed to comprehend the text
- Words from other disciplines
- Words that are part of a word family or semantic network
- Words central to unlocking the enduring understanding of the text

WORDS IN CONTEXT

Generally, these are words which are sophisticated or unusual words for known concepts. These words are taught in context during close reading and often reinforced after.

- Words requiring more explanation in order for text to be understood
- Words supported by the text for meaning
- Words that are less abstract

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.

ANCHOR TEXT *The Man Who Made Parks*

TEXT-BASED VOCABULARY

boarding school	countryside	determined	preserved	tranquility
overbearing	wandering	respected	drawn to	envisioned
harsh regime	meandering	admired	clamored	tranquil
confinement	grit	enriched	partnership	serenity

WORDS IN CONTEXT

dodging	designed	magnificent	rugged	competition
hooves	impractical	sweeping	landscapes	collaborate
vendors	snarly	majestic	landscape	confident
bout	muckiest	rolling pastures	architect	

SUPPORTING TEXT *City Green*

TEXT-BASED VOCABULARY

crane	heap	window sills	scoop	cranky
wrecking ball	rubble	packets	sour grapes	

WORDS IN CONTEXT

hollered	junk land	lease	raised bed
hard as nails	city property	clear	of soil
stoop	petition	spare	

Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Informative/Explanatory Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 132–139

READ Trade Book *The Man Who Made Parks*

READING FOCUS Readers understand the value of biographical narrative as a lens into learning about historical events and time periods.

WRITING FOCUS Connect the main topic to the Big Idea, Building Ideas.

LESSON 2

Teacher's Guide, pp. 140–147

READ Trade Book *The Man Who Made Parks*

READING FOCUS Writers understand that facts and definitions help develop points in writing.

WRITING FOCUS Make a time line of the main events of Frederick's life.

LESSON 6

Teacher's Guide, pp. 172–179

READ Trade Book *The Man Who Made Parks*

READING FOCUS Learners understand that turning an idea into action requires determination and hard work.

WRITING FOCUS Learn interview techniques for writing and write questions for an interview.

LESSON 7

Teacher's Guide, pp. 180–187

READ Text Collection *City Green*

READING FOCUS Learners understand that turning an idea into action requires determination and hard work.

WRITING FOCUS Write a paragraph about how a garden or park improves their neighborhood.

LESSON 11

Teacher's Guide, pp. 212–219

READ Text Collection “City Trees” and “Stone Bench”

READING FOCUS Readers learn poetry styles and form.

WRITING FOCUS Revise the first draft from the previous lesson.

LESSON 12

Teacher's Guide, pp. 220–227

COMPARE

- *The Man Who Made Parks*
- *City Green*

READING FOCUS Learners understand that turning an idea into action requires determination and hard work.

WRITING FOCUS Edit the draft from the previous lesson.

LESSON 3

Teacher's Guide, pp. 148–155

READ Trade Book *The Man Who Made Parks*

READING FOCUS Readers understand the value of biographical narrative as a lens into learning about historical events and time periods.

WRITING FOCUS Discuss the importance of illustrations, draw an aspect of Central Park, and write about its qualities and characteristics.

LESSON 4

Teacher's Guide, pp. 156–163

READ Trade Book *The Man Who Made Parks*

READING FOCUS Learners understand that turning an idea into action requires determination and hard work.

WRITING FOCUS Write an opinion about the importance of parks.

LESSON 5

Teacher's Guide, pp. 164–171

READ Trade Book *The Man Who Made Parks*

READING FOCUS Writers understand that facts and definitions help develop points in writing.

WRITING FOCUS Examine the importance of revision and revise opinion piece from the previous lesson.

LESSON 8

Teacher's Guide, pp. 188–195

READ Text Collection *City Green*

READING FOCUS Learners consider the value of illustrations in presenting characters and ideas.

WRITING FOCUS Write a letter about improving their town or neighborhood.

LESSON 9

Teacher's Guide, pp. 196–203

READ Text Collection *City Green*

READING FOCUS Readers examine point of view and the value of first person narrative.

WRITING FOCUS Write a paragraph about what happened in the neighborhood in the story and how the garden changed the neighborhood.

LESSON 10

Teacher's Guide, pp. 204–211

READ Text Collection *City Green*

READING FOCUS Learners understand that turning an idea into action requires determination and hard work.

WRITING FOCUS Design a small garden or park for their neighborhood and write a first draft about its qualities and characteristics.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 228–235

TASK: PARKS FOR THE PEOPLE

“There was no place to escape until a man named Frederick Law Olmsted changed cities forever.”

Write to explain how you could improve your community by creating a park for the people. Design a park visually. Introduce your design, explain why the qualities and characteristics in your design will benefit the community. Create rules for your park.

Independent Reading

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on children's interests or your own observations of children's needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- How do the characters in the text respond to major events and challenges?
- Retell the story. What is the central message of the story?

CRAFT AND STRUCTURE

- What happens in the beginning, middle, and end of the text?
- How do two characters in the story have different points of view? List evidence from the text to support your thinking.

INTEGRATION OF IDEAS

- How do the illustrations help you understand events or ideas?
- How are the characters or themes in this text similar to or different from those in another text you've read?

Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What is the main idea of the text? How do key details support the main idea?
- How are the events or concepts in the text connected to each other?

CRAFT AND STRUCTURE

- What text features are used in the text? How do they help you locate information?
- What is the author's purpose for the text? What does the author want to answer, explain, or describe?

INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How do reasons support specific points the author makes?

See the Independent Reading Routine on pp. TR38-TR39.

Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Come to discussions prepared.
- Build on the ideas of other group members by linking your ideas to the remarks of others.
- Gain the floor in respectful ways.
- Listen to others with care and accept differences of opinion.
- Talk one at a time.
- Ask the speaker questions if you don't understand what he or she is saying.
- Use an agreed-upon rating system to rate the texts.

See the Text Club Routine on pp. TR40-TR41.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand the value of biographical narrative as a lens into learning about historical events and time periods*. As you build your Text Club library, consider using the texts below.

*Rap a Tap Tap:
Here's Bojangles—
Think of That!*
by Leo and Diane Dillon
Informational Text
Lexile 300L

Ellen Ochoa
by Pamela Walker
Informational Text
Lexile 310L

John Muir
by Wil Mara
Informational Text
Lexile 350L

*Ruby Bridges Goes
to School*
by Ruby Bridges
Informational Text
Lexile 410L

*Great Black Heroes:
Five Brave Explorers*
by Wade Hudson
Informational Text
Lexile 570L

Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, children can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help students focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand the value of biographical narrative as a lens into learning about historical events and time periods.

CENTER TASKS

- Have children share connections they made from an independent reading book with a partner.
- Have children create a time line of a person's life from a biography they read.
- Have children list biographies of interesting people. Add these lists to a class collection.
- Have children write book reviews that recommend biographies about people who lived through historical events and time periods.

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that facts and definitions help develop points in writing.

CENTER TASKS

- Have children write short biographical sketches of people they know.
- Have children write a biographical sketch about a person they admire.
- Have children write a sidebar about one of the people they read about.

Word Work Center

ENDURING UNDERSTANDING FOCUS

Writers understand that facts and definitions help develop points in writing.

CENTER TASKS

- Have children add words and phrases to the class word wall that help them distinguish facts from opinions.
- Have children create “Creative Ideas” vocabulary lists. As they read books during independent reading, have them add interesting words to their lists that help them recognize and develop creative ideas.
- Have children create a list of biographies about big thinkers and people with innovative ideas that they could research and read about.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand how turning an idea into action requires determination and hard work.

CENTER TASKS

- Have research other people who made contributions to our country and our environment.
- Have children research two different people who shared a common idea (such as environmentalists or scientists) and create a compare-and-contrast chart on a word processing document.
- Have children research a park in their state and present it in a word processing document. These could be collected and placed in a class book.

LESSON

1

UNIT 3 • MODULE B

LESSON OBJECTIVE

Identify the main topic of an informational text.

READING OBJECTIVES

- Identify genre: biography.
- Use text evidence to answer questions in a close reading.

Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *The Man Who Made Parks* and work through the first lesson: *Readers understand the value of biographical narrative as a lens into learning about historical events and time periods.*



First Read of the Lesson

EXPLORE THE TEXT Introduce the biography *The Man Who Made Parks* to children. Review how a biographical narrative tells about the life and accomplishments of a person. Have children focus on the front cover illustration and consider how it relates to the book's title. Next, have them page through the text to see what it includes (running text, large realistic illustrations) and what, unlike many biographies, it does not include (table of contents, headings, glossary, etc.). Remind children of the Essential Question: *What can we learn from reading about people's lives?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD *THE MAN WHO MADE PARKS* Use the **Read Aloud Routine**. Read the biography aloud as children follow along in their books. As children read, they should focus on understanding the “gist” of the text, or what the main accomplishments of Frederick Law Olmsted were and what details about his life help the reader understand how he came to make these accomplishments. Following the reading, discuss the questions below. Have children use p. 151 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they identify the important events in Frederick's life that influenced his career. Use the following questions to lead the discussion.

- **Vocabulary** On page 4, the text says the children "...played on dirty, treeless streets, dodging horses and garbage." What does *dodging* mean? What words in the text help you to know this? It *Dodging* means "moving from side to side to avoid hitting or being hit by something." The text says the kids are "dodging horses and garbage." Therefore, as they play in the streets, they must move out of the way to avoid bumping into these things.
- **Vocabulary** The text on page 4 "the air crackled with," or was full of the noise of, "the clatter of hooves and the shouts of vendors." What does *hooves* mean and what clues in the text tell you this? Hooves are the hard surfaces at the bottom of a horse's feet that make noise as the horse walks. The sentence before mentions that horses are on the streets. To vend something means to sell it. What is a vendor and why might some vendors be shouting here? They are people who sell things. They are probably shouting to tell people about all of the things they have to sell.
- What clues from the text tell you whose life this biography will describe? Why are the things this person did so important? Possible response: The biography begins by describing what life was like when "there were no city parks," and then says on p. 4 that "a man named Frederick Law Olmsted changed cities forever." On p. 6, the text talks about what happened when he "designed his first park" and then goes on to describe the important events that happened during the "many years before he did so again." The text ends by describing the many parks he designed and the great effect his work had on people in the United States and North America. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand what it means to "make parks" or to be a "parkbuilder." Point out that, although Frederick does do some physical labor of clearing land to "make" or "build" a park at one point, the most important work of his life was to design what finished parks would look like and be used for.

STRATEGIC SUPPORT

VOCABULARY Be sure children understand what Frederick meant on p. 9 when he wrote that the ground of the public park of Birkenhead "is entirely, unreservedly, and forever, the people's own." Explain that he is saying that without any limits, for all time, this park belongs to the people.

READING OBJECTIVES

- Describe how words and phrases supply meaning in a text.
- Identify main topic and key details.

Text-Based Vocabulary

- boarding school, p. 6
- overbearing, p. 6
- harsh regime, p. 6
- confinement, p. 6

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *The Man Who Made Parks*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 152 in their *Reader's and Writer's Journal*.

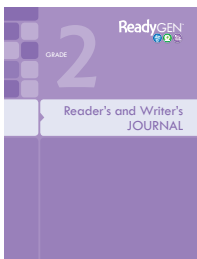
Point out that the text on p. 6 says that "Frederick hadn't liked the confinement of school." *When he was sent away to school, "his wandering days ended," and when he left school, he was "free to wander again."* Explain that the confinement of school must mean being kept inside one place and not free to wander around outside.

Text-Based Conversation

Use the **Whole Class Discussion Routine**. Point out that in *The Man Who Made Parks*, Frederick works to make public parks because he thinks that such places are important for people to have. You may wish to think aloud about text evidence that can help readers understand reasons why it is important to have places like parks. *The text on page 10 describes the dirty air and bad living conditions that many immigrants experienced while living in New York. Then it describes how Frederick likes the idea of building a park to provide everyone with a "green space." A park that is built for a whole community can give everyone—no matter who they are or where they live—a chance to experience clean air and open space.*

As a whole group, discuss some reasons why places like parks are important to a community. Make sure children locate specific evidence in the text that supports the different reasons. As children participate in collaborative conversations, make sure they follow agreed-upon rules for discussion and remind them to build on others' talk in the conversation by linking their comments to the remarks of others.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share their opinions and to cite text evidence that supports their opinion to the question: *Should a community work together to build public parks?* (Possible response: Yes, a community should make sure that there is some space where everyone can enjoy nature and play safely. It is not safe for children to play in streets.)



Reading Analysis Identify Main Topic and Key Details

Explain that the main topic of a biography is not just the person whose life is discussed. A biography also tells about what the person did and how he or she had an effect on the lives of other people. The author chooses to talk only about the most important events, which make it clear to readers why this person's life is worth learning about.

KEY IDEAS AND DETAILS Focus children's attention on the main topic and the key details in *The Man Who Made Parks*.

- **Who is this biography about?** (Frederick Law Olmsted) **How does the title help you understand the main topic of this biography?** (The title says that he was "the man who made parks." This helps the reader understand that his life is worth learning about because his work making parks was important.)
- **What is one key detail that supports the main topic?** (Possible response: Frederick designed Central Park in New York.)
- **How does this detail help you understand why Olmsted's life is worth reading about?** (Possible response: Central Park gave the people of New York a place to go that had clean air and green space. Olmsted's other parks also gave many people who lived in cities a quiet place to get away from traffic and other city noise.)

Independent Reading Practice

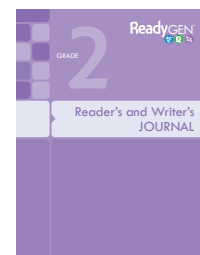
READING ANALYSIS: IDENTIFY MAIN TOPIC AND KEY DETAILS Have children work independently to identify other key details that help them understand the main topic better. Have children record these details on p. 153 in their *Reader's and Writer's Journal*.

WRITING IN RESPONSE TO READING Have children turn to p. 157 in their *Reader's and Writer's Journal* to read the prompt: *Describe one thing you learned about parks from this text. Use the text to support your writing.*

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how biographies teach about a certain time in history.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



READING OBJECTIVES

- Identify main topic and key details.
- Identify the focus of specific paragraphs.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify main topic,
then...use the Reading Analysis lesson in small groups to help them discuss how to use key details to figure out the main topic.

If...children need extra support to understand the story,
then...use the Close Reading Workshop in small groups to provide scaffolded support for *The Man Who Made Parks*.

Reading Analysis

Help children work through the Main Idea and Key Details chart by reviewing the text to find places where it talks about the work Frederick did to make parks. Model how to add another detail to the chart. Point out that on p. 21, the text says that people's lives have been enriched by Frederick's dreams. Explain that this means his work has made people's lives better. Then discuss how this detail relates to and supports the main topic of this biography.

Close Reading Workshop

REVISIT THE MAN WHO MADE PARKS Have children read p. 4. Then discuss the following questions and have children use text evidence to support their answers.

- 1 What clues does the author give in the text about what life in the city was like for children in the past? (The children lived in small, crowded, and dark homes. They had to play in the streets, which was dangerous. It was loud and noisy.)
- 2 How do the author's words used in the description help the reader figure out how she feels about the life of children in the past? (The author does not think life in the past was very pleasant for children. Readers know this because the author uses words like *dark*, *crowded*, and *dirty* to describe the places where the children lived and played.)
- 3 How does the description of the life that children led in the past help the reader better appreciate the work Frederick did? (The author points out that children did not have city parks to play in, and that even the streets where they played were "treeless." The work Frederick did was important because it gave children a "place to escape." People need to "escape" from bad things, so the author must think that the life children led in the past was not very good.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify a main topic,
then...extend the Reading Analysis lesson by having children analyze how the key details that develop this main topic can help them understand historical events and time periods better.

Reading Analysis

Have children add to their Main Idea and Key Details charts by writing a few sentences that explain why these details were important to include as part of a biography. Have children explain how these details help readers better understand historical events and time periods. Have children answer the following questions, or similar ones tailored to the specific details recorded on their charts:

- **How does Frederick's work designing Central Park support the main topic?** (The work he did designing this park created a special space that changed the lives of the people who lived in New York in the past. His work is still being enjoyed by people in the present time.)
- **How does this detail help the reader understand historical events and time periods better?** (Possible response: In the past, before city parks, life in New York was dirty and dangerous for some people, especially children. They did not have a clean space full of fresh air to visit. Reading about how Frederick's work changed people's lives by providing them with a beautiful park helps the reader understand how life was different in the past during this time period in New York.)

WRITING OBJECTIVES

- Analyze how a topic is developed.
- Identify prepositions.

Writing

Informative/Explanatory Writing

Develop Main Topic

TEACH Explain to children that a writer **develops the main topic** of a text by including only the most important details that tell more about this topic. When examining the details that develop a main topic, keep these questions in mind:

- What new information does each detail provide about the main topic?
- How does the writer introduce and connect the details?

ANALYZE THE MODEL Through discussion, help children identify how the writer begins this biography by introducing Frederick and establishing the main topic—the importance of the work he did. Have children begin by rereading pages 3–4.

Close your eyes. Imagine yourself in a city park... Once there were no city parks... There was no place to escape until a man named Frederick Law Olmstead changed cities forever.

The writer contrasts life with city parks today with life without them in the past to help the reader understand how important parks are and what great work Frederick did.

Then have children reread page 10 where the writer develops the main topic by introducing the project to build a park for New York.

What direction should his life take?...he had to find a profession that suited him. The question was, what? The answer came through a chance conversation... Finally New York would have a green space for all its people, rich and poor, young and old, just like beautiful Birkenhead Park in England!

By using words such as “question” and “answer,” the writer focuses the reader’s attention on the next detail: the answer is that Frederick will help build this important park.

Explain that the writer has used details to introduce the work Frederick will do and help the reader understand how this work will impact other people. Discuss how the main topic of the book ties to the Big Idea of the unit, Building Ideas.

Conventions Using Prepositions

TEACH AND MODEL Discuss how prepositions begin prepositional phrases that usually tell when or where something is located in time or space. Have children refer to p. 158 in the *Reader's and Writer's Journal*.

Mr. Hawkins took Frederick on a hike through the muckiest, muddiest sections of the park site.

Independent Writing Practice

WRITING On p. 159 in their *Reader's and Writer's Journal*, ask children to write a few sentences explaining the main topic of the book—how Frederick and his parks affected communities—and how the main topic ties to the Big Idea, Building Ideas. Have them:

- 1 use details from the text to describe Frederick's work.
- 2 explain how his finished parks affected the lives of people in different places, and how they still affect people today.

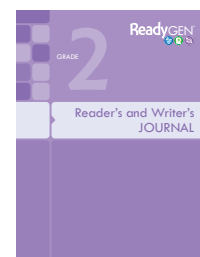
Remind children to return to *The Man Who Made Parks* to look for examples of ways a writer develops a main topic.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them underline a preposition that they used in their writing.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft, revise, and print their sentences.

Writing Wrap-Up

Ask volunteers to share their writing with the class.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

PREPOSITIONS Children may not have much practice with using prepositions in English. Provide them with a short list of common prepositions of location such as *in*, *on*, *over*, *under*, and *behind* and have children use classroom objects to act out scenarios that they can use the prepositions to describe.

STRATEGIC SUPPORT

KEY DETAILS For children who struggle to figure out which details to include to develop their main topic, have them make a list of the details they are considering including, ask themselves how much information each detail provides, and cross out the ones that provide the smallest or weakest amount of information.

LESSON OBJECTIVE

Compare the text structure of a biography to the structure of a story.

READING OBJECTIVES

- Determine word meanings.
- Use illustrations to analyze setting.
- Use text evidence to answer questions in a close reading.

Read Anchor Text

Build Understanding

INTRODUCE Have volunteers share what they recall about the main topic of *The Man Who Made Parks*. Then have children focus on the following Enduring Understanding as you reread the first section of the story and work through the lesson: *Writers understand that facts and definitions help develop points in writing.*

First Read of the Lesson

EXPLORE THE TEXT Introduce today's reading by having children recall how the author begins the story, and review what kinds of information the author provides the reader about the early life and career of Frederick Law Olmsted. Introduce the Essential Question to children: *How do writers use both facts and story elements to tell a larger story about someone's life?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD *THE MAN WHO MADE PARKS* Use the **Read Aloud Routine** Read pp. 1–13 aloud as children follow along in their books. As children read, they should focus on identifying the key details about Frederick's childhood and career as a young adult. Following the reading, discuss the questions below. Have children use p. 151 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they identify the most important events of Frederick's early life. Use the following questions to lead the discussion.

- **Vocabulary** When someone has about of an illness, he or she becomes sick with a case of this illness. On page 6, Frederick experiences a bout of poison sumac, which means that he touched the oil on a poison sumac tree and developed a bad rash. How did this affect his life? Because he had a rash, he could not return to school because he could spread the rash to others. However, his illness did not keep him from exploring the outdoors by himself.
- **Vocabulary** The text on page 6 says, "Frederick designed his first park." What does the author mean when she says that he designed the park, and what clues in the text tell you this? Frederick made suggestions to his father about how to add trees to improve the view on their property. When a person designs something, he or she plans how to make it or what it should look like.
- **How do the illustrations help the reader understand the text of this story better?** Possible response: The illustrations help the reader visualize, compare, and contrast the different situations described in the text. For example, the illustration on p. 5 shows the "small, dark, crowded apartments" in which the city children lived, while the illustration on p. 7 shows—in contrast—what Frederick experienced while "meandering down quiet country paths." **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

MULTIPLE MEANINGS Help children understand the multiple meanings of the word *miserable*. On p. 10, the text says, "Finally, 840 miserable acres in the sparsely populated center of Manhattan were set aside." Children may be familiar with the meaning "feeling very unhappy." Explain that in this case, the acres are not feeling sad. Instead, here the adjective *miserable* means that the land does not have many good qualities.

STRATEGIC SUPPORT

UNDERSTANDING PHRASES Be sure children understand what it means on p. 10 when the text says that Frederick wrote "moving accounts" of the conditions in which the immigrants lived. Explain that the stories, or accounts, that Frederick wrote described the bad conditions so well that they "moved" people's emotions and made the readers feel sad for the immigrants.

READING OBJECTIVES

- Describe how words and phrases supply meaning in a text.
- Identify text structure.

Text-Based Vocabulary

- countryside, p. 6
- wandering, p. 6
- meandering, p. 6



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *The Man Who Made Parks*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 152 in their *Reader's and Writer's Journal*.

Point out that the text on p. 6 says that Frederick traveled by “meandering down quiet country paths.” *When someone meanders, he or she walks in without any specific place in mind to go.* Have children suggest why someone like Frederick might want to meander through the country while looking at the plants and animals in nature.

Text-Based Conversation

Use the **Paired Discussion Routine**. Remind children that as Frederick became a young man, it took him some time to figure out what job he wanted to do. Recall and discuss the many jobs that Frederick held.

You may wish to think aloud about text details that can help readers understand why Frederick keeps changing jobs. *On page 8, I see that when Frederick worked at the import business, he had to sit on a stool for hours. I remember that when he was a boy, Frederick did not enjoy the confinement of school and preferred to wander in nature. I think he did not enjoy working for the import business because he was trapped inside, sitting in one place.*

Have pairs discuss the various jobs Frederick held and explain why they think he did so many things. Make sure children locate specific evidence in the text that supports their ideas. Invite children to report their findings to the class and allow classmates to ask clarifying questions.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share their opinions and to cite text evidence that supports their opinions to the question: *Why might the job of designing parks have suited Frederick so well?* (Possible response: Frederick enjoyed wandering in nature and, as a boy, was interested in reading about the parks and gardens in England. He believed such parks were beautiful, and when he visited them in real life, he appreciated that they were open to the public. He was suited to a job designing parks because he liked to work outdoors and was happy to make it possible for many people to experience the beauty of nature.)

Language Analysis Identify Text Structure

Explain that even though this book is nonfiction and full of facts, it is organized and told like a story. That is because it is a biography, or a text that tells the story of a person's life. It describes the most important events of the person's life in order, telling what happened first, next, and last.

KEY IDEAS AND DETAILS Have children think about the text structure of *The Man Who Made Parks*. Note how this biography begins with two descriptions (of life with a park, and life without any parks) to establish the importance of Frederick's work and accomplishments in life. Then have them use the Story Sequence A chart to record information about the order in which the author presents the details of Frederick's life.

- What biographical information do we read first in this section? (when and where Frederick was born and key details about his interests and experiences as a boy) We can add this information to the Beginning box.
- What biographical information do we read next? (key details about the jobs Frederick held after he was finished with school) We can add this detail to the Middle box.
- What biographical information do we read about last in his life? (Key details about the parks he designed all over the country and the world) We can add this detail to the End box.

Story Sequence A

Title _____
Beginning <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
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Middle <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
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End <div style="border: 1px solid black; height: 40px; width: 100%;"></div>

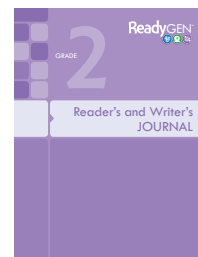
Independent Reading Practice

LANGUAGE ANALYSIS: IDENTIFY TEXT STRUCTURE Have children turn to p. 155 in their *Reader's and Writer's Journal* and work independently to draw pictures that tell what happens at the beginning, in the middle, and at the end of a portion of Frederick's life. Children can add a sentence below each picture to tell about it.

WRITING IN RESPONSE TO READING Have children turn to p. 157 in their *Reader's and Writer's Journal* to read the prompt: *What is your opinion of Frederick as a young man?* Have children write their responses on a separate sheet of paper, using the text to support their answers.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



READING OBJECTIVES

- Identify text structure.
- Summarize and analyze events.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify text structure,
then...use the Language Analysis lesson in small groups to help them discuss how to identify how an author organizes a text.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Help children work through the Story Sequence A chart by scanning the text for signal words and phrases that tell the order of events, such as *one summer* (p. 6), *when* (p. 8), *then* (p. 9), *later* (p. 9), *not long after* (p. 10), and *finally* (p. 10). Model how to use these words as clues when determining the order in which to record events in the chart. Then discuss how the order in which the events are told matches the order in which they occurred in Frederick's life.

Oral Reading

ACCURACY Explain that reading with accuracy means reading words without mistakes. Have children follow along as you read aloud the last two paragraphs on p. 6 (beginning with "Although Frederick hadn't liked the confinement of school...") in *The Man Who Made Parks*. Model reading with accuracy.

Have children read the same passage aloud, stressing accuracy. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify text structure,
then...extend the Language Analysis lesson by having children consider why these particular events were included as part of this biography.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity on p. 144.

Language Analysis

Have children examine the events recorded on their completed Story Sequence A charts and consider why the author chose to include these events from Frederick's life and not others. Then have children discuss the following questions:

- How could you sum up the types of events the author includes at the beginning of this section of the biography? (Possible response: The author talks about the things that were important to Frederick as a boy, such as wandering through nature and reading about parks.)
- How could you sum up the types of events the author includes in the middle of this section of the biography? (Possible response: The author lists the series of jobs Frederick held as a young man, how Frederick was inspired to try a new career as a writer after his trip to England, and how he failed at that job, too.)
- How could you sum up the types of events the author includes at the end of this section of the biography? (Possible response: The author describes how Frederick became involved with the project to build a public park for New York.)
- How would you explain why the author chose to include the events that she did? (Possible response: The author includes events from Frederick's life as a boy and a young man that explain why he became such a good park designer later in life. For example, she includes details about his love of the outdoors, his appreciation for well-organized public parks, and his desire to make it easier for everyone to experience nature.)

WRITING OBJECTIVES

- Analyze text structure.
- Identify prepositions.

Writing

Informative/Explanatory Writing

Use Text Structure

TEACH Review with children how this biography does not include text features found in most informational texts, such as a glossary, an index, sidebars, or even a time line. Explain that a writer **uses the text structure** that best fits the subject about which he or she is writing. In this case, because the writer is talking about Frederick's life, the writer uses the text structure of a story.

ANALYZE THE MODEL Through discussion, help children identify how the writer begins this section of text by introducing the story of Frederick's life and ends the section by bringing this part of the action to a conclusion. Have children begin by reading pp. 4–6.

*There was no place to escape until a man named Frederick Law Olmstead **changed cities forever**. Frederick Law Olmstead **was born in Hartford, Connecticut in 1822**. As a young boy, he **loved to wander** over the rolling hills and valleys of the beautiful New England countryside.*

Writer states why Frederick's life is important, provides a fact about his life, and describes his feelings as if he were a character in a story.

Then have children read p. 12 where the writer narrates how Frederick becomes involved with the project to build a park in New York.

*"**Why don't you apply for the job of park superintendent,**" Charles Elliot suggested to Frederick...but none of that bothered Frederick. **In his imagination, the park's transformation had already begun.***

Writer uses dialogue. Writer concludes the action by describing Frederick's thoughts about becoming involved with planning the new park.

Explain that using both facts and story elements such as dialogue, descriptions of a character's thoughts and feelings, and illustrations, the writer has introduced and brought to a conclusion a narration of one part of Frederick's life.

Conventions Using Prepositions

TEACH AND MODEL Review how prepositions can be used as part of a vivid description to make where things are located in time and space clearer. For additional practice, have children refer to p. 158 in the *Reader's and Writer's Journal*.

...meandering **down** quiet country paths lined **with** brilliant wildflowers, watching cattle graze **in** the fields, listening to the rustle **of** trees and the sweet song **of** birds.

Independent Writing Practice

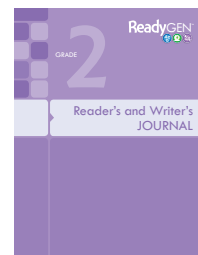
WRITING Have children turn to p. 159 in the *Reader's and Writer's Journal*. Have children consider what the big events are in Frederick's life. Then have them start a time line of Frederick's life. Have them:

- 1 examine *The Man Who Made Parks* to identify the most important events.
- 2 list these events in order on their time lines.

Have children write on p. 159 in their *Reader's and Writer's Journal*. As they continue to read the book over the next few days, have them add other events to their time lines.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them underline a preposition that they used in their writing.

USE TECHNOLOGY If available, have children use computers or electronic tablets to create their time lines, and add art to them.



Writing Wrap-Up

Ask volunteers to share their time lines with the class. As children share their work, have peers identify the events called out on each time line.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

PREPOSITIONS Make sure children understand that the preposition in a prepositional phrase has an object that it is telling something about. Provide them with a list of prepositional phrases and have them practice circling each preposition, underlining each object, and identifying the relationship between them.

STRATEGIC SUPPORT

ORGANIZING TIME LINES Help children set up their time lines by providing them with simple models to follow. Remind them to write only a short description of each event that includes the most essential details about it and to make sure they put the events in the order they occurred.

LESSON OBJECTIVE

Use information gained from illustrations to better understand characters and setting.

READING OBJECTIVES

- Determine word meanings.
- Analyze character.
- Use text evidence to answer questions in a close reading.

Read Anchor Text

Build Understanding

INTRODUCE Have children review what they have read so far about the experiences that prepared Frederick to become a man who made parks. Then have them focus on the following Enduring Understanding as you read pp. 14–19 of *The Man Who Made Parks* and work through the lesson: *Readers understand the value of biographical narrative as a lens into learning about historical events and time periods.*



First Read of the Lesson

EXPLORE THE TEXT Introduce today's reading by having children consider what type of park might best suit the needs of the people living in New York City at the time when Frederick lived. Then remind children of the Essential Question to focus on today: *How do writers use both facts and story elements to tell a larger story about someone's life?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD THE MAN WHO MADE PARKS Use the **Read Aloud Routine**. Read aloud pp. 14–19 of the biography as children follow along in their books. As children read, they should focus on identifying details that help them better understand the relationship between the story and its illustrations. Following the reading, discuss the questions below. Have children use p. 151 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they identify reasons why Frederick was good at designing parks. Use the following questions to lead the discussion.

- **Vocabulary** On page 14, the text says that Egbert thought that Frederick was “an impractical dreamer.” What does this mean? What clues tell the meaning of *impractical*? The prefix *im-* in this word indicates that it means the opposite of *practical*, or “not practical.” The text says that Egbert also thought Frederick “would be useless doing real work.” This means that Egbert thought that Frederick was full of useless ideas that would not help get the job done.
- **Vocabulary** On page 14, what the text says that Egbert sent Frederick out with the “snarly” workman, Mr. Hawkins? What does *snarly* mean? A snarly person is someone who snarls or growls and is grumpy. Egbert thought that Frederick “would be useless doing real work on real land,” and “to prove his point” he sent Frederick into a difficult situation—a walk through the messy site with an unfriendly co-worker.
- **Vocabulary** On page 14, the text says that “Mr. Hawkins took Frederick on a hike through the muckiest, muddiest sections of the park site.” What words in the text help you understand what the word *muckiest* means? The author describes how Frederick’s clean pants sink “into the dirt and slime,” and Frederick later wades “right into the muck and mud.” *Muck* must mean “dirt and slime found on the ground,” and *muckiest* must mean “the dirtiest and slimiest piece of land.”
- **How does Frederick prove to the workmen that he is prepared for the job?** The author says that he organizes the men, wears work clothes, and wades right into the muck, and that the men learn to respect and admire him.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Children may be confused by how the word *buzzing* is used on p. 18. Explain that the author says that the park is “buzzing with workmen” to describe the noise and activity created by all of the people working together at the same time. Have children imagine a hive of buzzing bees bustling about their business to get a clearer idea of what the author means.

STRATEGIC SUPPORT

VOCABULARY Help children understand what the author means on p. 14 when she describes Frederick as “brimming with enthusiasm and ideas.” Explain that the edge of a cup is called a brim, and that when a cup is full to the point of starting to overflow, it is brimming. Then have children discuss how this image might relate to Frederick and his enthusiasm and ideas.

READING OBJECTIVES

- Analyze characters.
- Analyze illustrations.

Focused Reading Instruction

Text-Based Vocabulary

Text-Based Vocabulary

- grit, p. 14
- determined, p. 14
- respected, p. 14
- admired, p. 14

Introduce children to key text-based vocabulary from pp. 14–19 of *The Man Who Made Parks*. For each word, check children’s understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don’t know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 152 in their *Reader’s and Writer’s Journal*.

Point out that the text on p. 14 says “All Frederick could do was grit his teeth and keep walking.” Demonstrate what it looks like to grit your teeth and have children copy you. *When people grit their teeth, they stay determined to get something done, even if that thing is very difficult to do.* Ask children to explain why Frederick must grit his teeth. (He wants to help to make the park, so even though he is embarrassed by the workers laughing at him, all he can do is work even harder to show that he can do the job.)

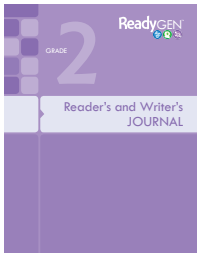
Text-Based Conversation

Use the **Small Group Discussion Routine**. Have children recall key details that tell about the way Egbert and Mr. Hawkins treated Frederick and how he responded.

You may wish to think aloud about text details that can help readers understand the interactions between these characters. *On page 14, the text says that Frederick showed up “brimming with enthusiasm and ideas,” but that Egbert Viele did not possess either of those things. Egbert wanted to get the job done and thought Frederick was going to waste his time.*

Have small groups discuss reasons why Egbert Viele and Mr. Hawkins treated Frederick the way they did. Make sure children locate specific evidence in the text that supports their ideas. As children participate in collaborative conversations, make sure they follow agreed-upon rules for discussion and ask for clarification when they don’t understand something.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share their opinions and to cite text evidence that supports their opinion to the question: *Do you think Viele was right in his view of Frederick, or did Frederick have the right view on how to make the park?* (Possible responses: Yes, Viele was right that the workers should focus on getting practical work done, and Frederick was going to be distracting. No, Frederick had the right view, because being excited and full of ideas would help make the park better for everyone.)



Reading Analysis Use Illustrations

Note that illustrations support a text by making it easier to understand the people and places being discussed. Have children identify the time in which Frederick lived and discuss reasons why this informational book might use illustrations instead of photographs. (Possible response: Although photography had been invented back then, it was not as common to take photos of every moment in someone's life. Photographs of most times in Frederick's life most likely do not exist.) Talk about other things the illustrations in this biography can help the reader understand, such as what it was like to live in this time period and the situation of the people living in cities.

INTEGRATION OF KNOWLEDGE AND IDEAS Have children consider an illustration in the biography and how it helps them understand Frederick, other people, and/or the setting. Discuss the illustration together, having volunteers give a short description of the illustration's subject. Then have children verbalize how the illustration helps them to better understand Olmsted's life.

- **What does the illustration on page 15 show?** (It shows the scene from the third paragraph of p. 14, where Frederick wades into the muck to do the work.)
- **How does this illustration help you understand the people and places in this biography better?** (It shows just how dirty and messy the land was. It shows how Frederick was willing to shovel the mess himself and get his clothes all dirty. It shows the workers watching Frederick to see how he'll do.) **What does this illustration tell you about Olmsted?** (It shows that he was willing to work hard.)

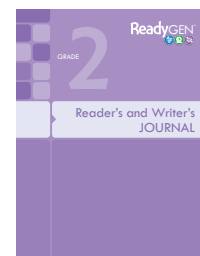
Independent Reading Practice

READING ANALYSIS: USE ILLUSTRATIONS Have children turn to p. 154 in their *Reader's and Writer's Journal* and work independently to analyze two other illustrations from this biography. Remind them to consider what each visual helps the reader understand about the story and the people and places discussed in it. If appropriate, have them connect the illustration to what it also tells them about Olmsted's life.

WRITING IN RESPONSE TO READING Have children turn to p. 157 in their *Reader's and Writer's Journal* to read the prompt: *Write three ways that the illustrations helped you understand the text.* Have children write their responses on a separate sheet of paper, using the text to support their answers.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



- Analyze illustrations.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify how illustrations help readers, **then...**use the Reading Analysis lesson in small groups to help them work through the Three-Column chart.

If...children need extra support to understand the text, **then...**use the Close Reading Workshop in small groups to provide scaffolded support for *The Man Who Made Parks*.

Reading Analysis

Read pp. 16–17. Focus children’s attention on how the illustration on p. 17 helps them understand the text. [What does the illustration on page 17 show?](#) (Frederick and Calvert working together on their design for Central Park.) [How does this illustration help you understand Frederick and Calvert better?](#) (It shows how dedicated they were to work night after night, drawing on many sheets of paper to make the best design they could.) Guide children to fill in the Three-Column chart, including details about how the illustration helps them understand the people and their actions.

Close Reading Workshop

Revisit *The Man Who Made Parks* Have children reread the last two paragraphs on p. 14. Then discuss the following questions with the group. Have children use text evidence to support their answers.

- 1 [Compare and contrast Frederick’s behavior the first time he visits the site with his later visits.](#) (On his first visit, he is wearing clothes that are not suitable for walking around the dirty site. The next time, he wears “rough workman’s clothes and heavy boots.” In both cases, he is not afraid to walk in the muck and get dirty.)
- 2 [How does Frederick’s relationship with the workmen change?](#) (At first, they laugh at him because he is dressed too nicely for the site. Later, he impresses them because he wears work clothes, organizes the workers into teams, and hires new workers to make sure everything that needs to get done does.)
- 3 [Why does the author include this event from Frederick’s life?](#) (Possible response: Frederick demonstrates how dedicated he is, and how his leadership skills won the respect of the workers.)

EXTENSIONS

MONITOR PROGRESS

If... children understand how illustrations help readers, **then...** extend the Reading Analysis lesson by having children tell why they think the author chose certain points in the text to illustrate.

Reading Analysis

Have children complete their Three-Column chart with information about all of the illustrations from pp. 14–19. Then have children explain and analyze why each illustration is included.

- **What event does the illustration on page 15 show?** (It shows Frederick at his job as park superintendent.) **Why do you think the author chose this event from Frederick's life to illustrate?** (It helps the reader better understand both how big the job Frederick faced was—he had to clean up the whole site and gain the respect of the workmen, who did not think much of him at first—and how well he rose to the challenge of performing his job.)
- **What event does the illustration on page 17 show?** (It shows Frederick and Calvert working together on their proposed design for Central Park.) **Why do you think the author chose this event from Frederick's life to illustrate?** (It helps the reader understand again what a hard worker Frederick was to stay up late drawing to make sure the design was just right. It also helps the reader understand another part of Frederick's job as a park designer. The illustration on p. 14 shows what the workmen had to do to clear the site; this illustration shows the job done by the planners, who figured out what will be built there.)
- **What event does the illustration on page 19 show?** (It shows details about the work workmen do to build bridges, paths, roads, and other parts of a park.) **How does the reason why the author included this illustration differ from the reason why she included the other two?** (Possible response: The other two illustrations help the reader understand Frederick better. This illustration helps the reader understand the setting and time period better.)

WRITING OBJECTIVES

- Analyze how a writer uses illustrations.
- Identify conjunctions.
- Write about the qualities and characteristics of a park.

Writing

Informative/Explanatory Writing

Use Illustrations to Add Details

TEACH Explain to children that a writer uses illustrations to provide the reader with information about the people, events, and places in a text. When examining the moments that a writer chooses to have illustrated, keep the following questions in mind:

- What moments or events from the text does the writer choose to illustrate?
- What new information about the people, events, and places described in the text do the illustrations provide?

ANALYZE THE MODEL Through discussion, help children identify how the writer includes illustrations that help the reader understand information about historical events and time periods, and to help tell a larger story about Frederick's life. Have children begin by reading the first paragraph on p. 18.

Soon the park began buzzing with workmen. Bricks, gravel, grass, soil, and even dynamite were hauled in....Bridges were built allowing traffic to flow both over and under. Roads were curved, making the narrow land appear wider.

The writer includes many specific details about the work to build the park. These details are illustrated on p. 19, helping the reader understand how such work was done during this time period by horses and men and not machines.

Then have children reread the second paragraph on p. 18 and flip ahead to look at the illustration on pp. 20–21.

And when winter arrived and the lake in the park froze, skaters came to glide and dance on the ice.

The next illustration shows how different the scene looks once the park is complete.

Explain that the writer has used illustrations to help the reader understand details of what life was like in this time period from the past in which Frederick lived and worked.

Conventions Using Conjunctions

TEACH AND MODEL Review how conjunctions can be used to join two verbs as the conjunction *and* does here. For additional practice, have children refer to p. 158 in the *Reader's and Writer's Journal*.

*All Frederick could do was grit his teeth **and** keep walking.*

Independent Writing Practice

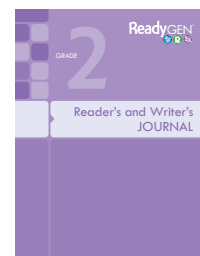
WRITING Have children review the text and pick out an aspect of the park to illustrate. Then ask them to turn to p. 160 in the *Reader's and Writer's Journal* to review the writing activity. Have them draw this new illustration and write a caption for it. Have them:

- 1 draw an illustration of an aspect of Central Park.
- 2 write a caption that explains the qualities and characteristics of the part of the park they have drawn.

Remind children to return to *The Man Who Made Parks* to look for examples of ways a writer uses illustrations. Have children draw and write on a separate sheet of paper.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them underline a conjunction that they used in their writing.

USE TECHNOLOGY Have children use computers or electronic tablets to draft and print their captions, if available.



WHOLE GROUP

Writing Wrap-Up

Ask volunteers to share their writing with the class. As children share their work, have peers identify how the illustration and its caption help the reader better understand the text.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CONJUNCTIONS Children may not have much practice with using conjunctions in English. Provide them with a short list of common conjunctions such as *and*, *or*, *but*, *nor*, and *because* and have children practice joining short sentences with them.

STRATEGIC SUPPORT

CAPTIONS Some children may struggle to write a caption for their illustration. Remind them that the illustration should help the reader understand the park better, so the caption should include details about the aspect of the park pictured in their illustration.

LESSON OBJECTIVE

Identify the main purpose of a text and what the author wants to describe.

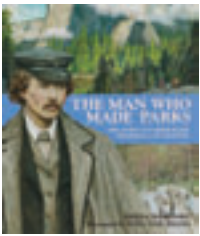
READING OBJECTIVES

- Determine word meanings.
- Use text evidence to answer questions in a close reading.

Read Anchor Text

Build Understanding

INTRODUCE Have children review what they have learned so far about the work Frederick did to build the kinds of parks he dreamed of making. Then have children focus on the following Enduring Understanding as you read pp. 20–30 of *The Man Who Made Parks* and work through the lesson: *Learners understand that turning an idea into action requires determination and hard work.*



First Read of the Lesson

EXPLORE THE TEXT Introduce today's reading by having children begin to consider what lessons they might learn from reading about Frederick's life. Then remind children of the Essential Question to focus on today: *What can we learn from reading about people's lives?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD *THE MAN WHO MADE PARKS* Use the **Read Aloud Routine**. Read aloud pp. 20–30 of the biography as children follow along in their books. As children read, they should focus on identifying the key details about Frederick's life included on these pages and thinking about why the author might have focused on these events over others, and presented them in this way. Following the reading, discuss the questions below. Have children use p. 151 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they identify the main topic of the information covered on these pages. Use the following questions to lead the discussion.

- **Vocabulary** The text on page 21 says that Frederick “designed many magnificent public spaces.” Something that is magnificent is impressive, beautiful, and often large. How does the picture on pages 20 and 21 help you understand why Frederick’s parks were magnificent? The illustration shows the reader how large, impressive, and beautiful this particular park is.
- **Vocabulary** The text on page 22 says that Frederick “designed the sweeping grounds around the United States Capitol.” *Sweeping* can mean “brushing dirt away with a broom” or “stretching out wide, sometimes curving up and down.” What clues tell which meaning the text uses on page 22? The text says that the grounds are “sweeping,” and the illustration shows that the land around the buildings is hilly and spread out very far. Therefore, the text is using the second meaning.
- **Vocabulary** The text on page 25 says that Frederick “provided plans for majestic Mount Royal.” Something that is majestic is very grand and beautiful. Why does the text on page 25 use the word *majestic*? The text describes the park Mount Royal as majestic. The illustration shows that this park is full of beautiful trees, monuments, and grand mountains.
- Explain what kind of information the author provides in this section of the biography. The author uses descriptive words and huge illustrations to present information about some of Frederick’s greatest landscape designs and accomplishments. **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

EXPRESSIONS Help children understand the expression “run-down” on p. 26. Explain that something that is “run-down” is becoming worn out and needing to be fixed up and repaired. Have children explain why a “run-down” area might need Frederick’s help, and how he changed it.

STRATEGIC SUPPORT

VOCABULARY Discuss how to preserve something means to keep it safe. Then explain that the U.S. government preserves some of its most beautiful land (such as the Yosemite Valley on p. 28) by creating national parks that keep the land from being covered with houses, highways, or businesses.

READING OBJECTIVES

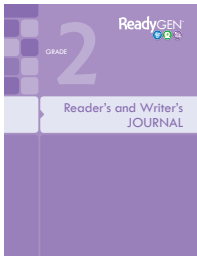
- Identify text structure.
- Identify author's purpose.

Focused Reading Instruction

Text-Based Vocabulary

Text-Based Vocabulary

- enriched, p. 21
- preserved, p. 28



Introduce children to key text-based vocabulary from pp. 20–30 of *The Man Who Made Parks*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 152 in their *Reader's and Writer's Journal*.

Point out that the text on p. 21 says that Frederick's dreams have "enriched" people's lives. Note how *enriched* contains the word *rich*. *When you enrich something, you add something valuable to it*. Have children share their ideas about how Frederick's dreams might have added value to people's lives.

Text-Based Conversation

Use the **Paired Discussion Routine**. Review how the text and illustrations are organized on pp. 20–30. Focus on the balance of words to pictures.

You may wish to think aloud about how the text and pictures are organized. *I see that pages 20 and 21 consist of a huge picture of a park designed by Frederick, showing how people of the time enjoyed this space. This spread contains only a couple of sentences. I see that pages 22 and 23 also consists of a huge illustration of another of Frederick's projects paired with one sentence that explains what this project is.*

In pairs, discuss why the text is so short on each of these spreads. Make sure children locate specific evidence in the text and illustrations that support their ideas. Invite children to report their findings to the class and allow classmates to ask clarifying questions.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share their opinions and to cite text evidence that supports their opinion to the question: *Did Frederick's projects improve the lives of the people who lived during his time period?* (Possible response: Yes, they created spaces where people could view and appreciate the beauty of nature, and enjoy activities such as ice skating, playing in snow, walking, camping, and even photographing nature. The illustrations show the reader many of the ways that people in the past and in the present have had their lives made better by Frederick's work.)

Review how authors write texts for different purposes, such as to answer questions, to explain something, or to describe something. Readers can look for clues in the text and illustrations to figure out an author's purpose.

CRAFT AND STRUCTURE Focus children's attention on figuring out the author's purpose for these pages. Have them think about why the author does not tell more about how each of these parks was made.

- **What type of information do the text and illustrations on pages 20 to 30 provide the reader about Frederick's work?** (The illustrations provide vivid and detailed pictures of what some of his different projects look like and how people use each finished place. The text explains what each project is.)
- **What does this information help the reader understand?** (It helps the reader better understand how Frederick's work changed the world by creating places where people could enjoy nature.)
- **Why doesn't the author tell more about the way each park was made? Use details from the text to support your ideas.** (Possible response: The author's purpose isn't to inform the reader about the specific kinds of work that went into designing and constructing each of these places. The author's purpose is to help the reader understand how Frederick's work changed the world. The text then says that "Frederick Law Olmsted designed many magnificent public spaces all over North America," and the spreads that follow provide pictures of several of the best of these spaces to show how magnificent they are.)

Independent Reading Practice

LANGUAGE ANALYSIS: AUTHOR'S PURPOSE Have children turn to p. 156 in their *Reader's and Writer's Journal* and work independently to explain how a spread or two from this section help them determine the author's purpose. Remind them to use text evidence to support their ideas.

WRITING IN RESPONSE TO READING Have children turn to p. 157 in their *Reader's and Writer's Journal* to read the prompt: *What is your opinion of Olmsted as a park designer?*

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how hard work is required to make dreams a reality.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



READING OBJECTIVES

- Identify the author's purpose.
- Analyze theme.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify the author's purpose, **then...**use the Language Analysis lesson in small groups to help them examine the text more closely to determine the author's purpose.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Read p. 21 of *The Man Who Made Parks*, and note how the author says that "Frederick Law Olmsted designed many magnificent public spaces all over North America." Remind children that this statement provides the reader with a clue about what will be presented next, which are details and evidence to support the statement. Then focus on the information in one of the spreads inside this section—what it shows and how the text labels it—and discuss how this spread relates to the idea of Frederick making magnificent places in North America. Finish by summarizing the author's purpose: the best work of Frederick's life was to create the spaces illustrated and labeled in this section.

Oral Reading

ACCURACY Explain that reading with accuracy means reading words without mistakes. Have children follow along as you read aloud the text from pp. 21–25 in *The Man Who Made Parks* (beginning with "For over one hundred years, people's lives have been enriched..."). Model reading with accuracy.

Have children read the same passage aloud, stressing accuracy. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify the author's purpose, **then...**extend the Language Analysis lesson by having children consider the relationship between the author's purpose and the theme of the biography.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Once children have finished identifying the author's purpose and discussing how the text and illustrations in this section support this purpose, have them explain how this purpose relates to the theme of the biography. Have children answer the following questions:

- **How could you sum up the main topic of this biography and why the life of Frederick Law Olmsted is worth reading about? Use details from the text to support your ideas.** (Frederick's life is worth reading about because his work changed cities forever by creating public spaces where people could enjoy nature. The author first introduces this idea on p. 4, when she says that Frederick changed cities forever. This section develops this idea by giving many examples of ways Frederick's work changed cities by creating new parks and public spaces.)
- **How does this topic relate to the theme of needing determination and hard work to turn an idea into action?** (Possible response: Frederick was determined to turn his dreams into reality so that people could have public spaces in which to enjoy nature. He had to work very hard to prove himself and to show others that his ideas could be turned into real parks and other public places. The spreads in this section of the book are the proof that such determination and hard work can transform a dream into real accomplishments that others can share.)

Oral Reading

ACCURACY Explain that reading with accuracy means reading words without mistakes. Have children follow along as you read aloud the text from pp. 21–25 in *The Man Who Made Parks* (beginning with “For over one hundred years, people's lives have been enriched...”). Model reading with accuracy.

Have children read the same passage aloud, stressing accuracy. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

WRITING OBJECTIVES

- Convey opinions.
- Identify conjunctions.

Writing

Opinion Writing

Convey Opinion

TEACH Explain to children that a writer **conveys opinion** through the structure of their writing and the words they choose to describe something. When examining how an author conveys opinion, keep these questions in mind:

- What reasons does the writer supply to support the opinion?
- How does the writer link opinions and reasons?

ANALYZE THE MODEL Through discussion, help children identify how the writer uses strong descriptive words and repetition to support a positive opinion about the work Frederick did during his life. Have children begin by rereading pp. 21–28.

*For over one hundred years, people's lives have been **enriched** by Frederick's dreams. Frederick Law Olmsted designed many **magnificent public spaces** all over North America...the **sweeping grounds**... **majestic Mount Royal**...*

The writer uses positive and descriptive words to convey her opinion that people's lives are better because of Frederick's work and that the work itself is beautiful and powerful.

Then have children reread p. 21 and p. 30 to compare and contrast how the writer begins and ends the section in which she provides the final reasons and evidence for why she feels as she does about Frederick's work.

*Frederick Law Olmsted designed many **magnificent public spaces** all over North America...When Frederick Law Olmsted died in 1903, he left **magnificent parks** all over North America.*

The writer's use of repetition emphasizes her opinion that the value of his life's work was to create spaces for people all over North America.

The writer has used word choice and repetition to present her opinion in a positive and forceful way.

Conventions Using Conjunctions

TEACH AND MODEL Review how conjunctions can be used to join compound subjects. For additional practice, have children refer to p. 158 in the *Reader's and Writer's Journal*.

Frederick Law Olmsted and Calvert Vaux were named the official designers of Central Park.

Independent Writing Practice

FORMATIVE ASSESSMENT Explain that Frederick saw parks as “places of harmony.” Review how he wanted to build these parks so they would be available to all people. Then ask children to turn to p. 160 in the *Reader's and Writer's Journal* to review the writing activity. Have them write a few sentences explaining what parks mean to them. Have them:

- 1 write an opinion as to why parks are important to their life.
- 2 use specific details, descriptive words, and the structure of their writing to provide reasons to support the opinion they are conveying.

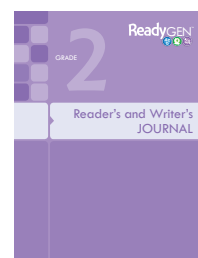
Remind children to return to *The Man Who Made Parks* to look for examples of ways a writer conveys opinion. Have children write on a separate sheet of paper.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them underline a conjunction that they used in their writing.

USE TECHNOLOGY As children work on their Independent Writing Practice, have them use computers or electronic tablets, if available, to draft their opinions. Have them print out their opinions.

Writing Wrap-Up

Ask volunteers to share their writing with the class. As children share their work, have peers point out strategies the writer uses to convey opinion.



Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

COMPOUND SUBJECTS Remind children that the subject is who or what does something. Provide them with a list of sentences with single and compound subjects and have them practice identifying the subject(s) in each case, underlining conjunctions used to join subjects.

STRATEGIC SUPPORT

WRITING SUPPORT Have children who struggle to structure their opinion use a Main Idea and Key Details chart to organize their ideas by recording their opinion at the top and then writing three details or reasons that support this opinion below.

LESSON OBJECTIVE

Describe how reasons support specific points the author makes.

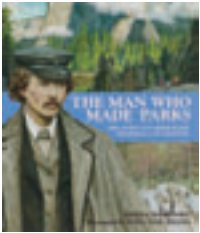
READING OBJECTIVES

- Determine word meanings.
- Use text evidence to answer questions in a close reading.

Read Anchor Text

Build Understanding

INTRODUCE Have volunteers review what they have learned about Frederick Law Olmsted's life and work from reading *The Man Who Made Parks*. Then have children focus on the following Enduring Understanding as you read pp. 3, 18, and 30 and work through the lesson: *Learners understand that turning an idea into action requires determination and hard work.*



First Read of the Lesson

EXPLORE THE TEXT Introduce today's reading by having children consider what kinds of facts and events the author included in *The Man Who Made Parks* about the life and career of Frederick Law Olmsted. Review that a biography is the story of a person's life, and although it is informational text, it is told like a story. Introduce the Essential Question to children: *How do writers use both facts and story elements to tell a larger story about someone's life?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD *THE MAN WHO MADE PARKS* Use the **Read Aloud Routine**. Read pp. 3, 18, and 30 aloud as children follow along in their books. As children read, they should focus on what ideas and themes link these three pages together. Following the reading, discuss the questions below. Have children use p. 151 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they identify the main topic of each of these three pages. Use the following questions to lead the discussion.

- **Vocabulary** The text says, “The south section of the park was shaped into rolling pastures, like an English countryside.” What clues in the text help you figure out the meaning of *rolling pastures* on page 18? The text compares the rolling pastures to the English countryside, which we know from *On the Farm* in Unit 1, is a place where animals often graze on grassy fields. Because *rolling* means to move forward up and down, *rolling pastures* are probably grassy fields that are slightly hilly.
- **Vocabulary** What does the text contrast the rolling pastures with on page 18? wilder, more rugged landscape Because the text presents this type of land as the opposite of rolling pastures, what might it be like? The rolling pastures had cut grass and gentle slopes, so this type of land is wilder—or more overgrown with plants—and has a more rugged, or rocky and uneven, surface.
- **Vocabulary** An architect is someone who makes buildings by designing them and watching over how they are built. The text says on page 18 that Frederick and Calvert invented the term “landscape architect” to describe their work. What might a landscape architect be? Someone who makes and oversees the construction of new landscapes by designing ways to organize trees and plants and build roads, paths, and other structures in order to shape the land.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand the way the word *carpets* is used as a verb to create a sensory image in the sentence “Soft grass carpets your feet” on p. 3. Have them define what a carpet usually is—a thick woven covering for a floor inside a building. Then explain that the soft grass is acting like an outdoor carpet for people’s feet in the park.

STRATEGIC SUPPORT

VOCABULARY Help children understand the description of Frederick’s design for the Emerald Necklace in Boston on p. 18. Explain that the line the grassy parks make as they follow along the banks of a twisting river looks like the chain of a green—or emerald—necklace.

READING OBJECTIVE

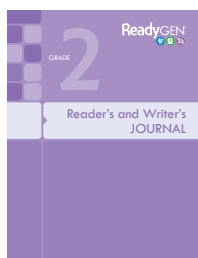
- Identify main idea and details.

Focused Reading Instruction

Text-Based Vocabulary

Text-Based Vocabulary

- drawn to, p. 18
- clamored, p. 18
- partnership, p. 18
- tranquility, p. 30



Introduce children to key text-based vocabulary from pp. 18 and 30 of *The Man Who Made Parks*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 152 in their *Reader's and Writer's Journal*.

Point out that the text says on p. 18 that people were “drawn to the beauty of Central Park.” **When someone is drawn to something, he or she is strongly attracted to it.** Discuss reasons why a person might be drawn to Central Park or want very much to visit it and spend time there.

Text-Based Conversation

Use the **Whole Class Discussion Routine**. Remind children of the Enduring Understanding that turning an idea into action requires determination and hard work. Have children think about how the story told in *The Man Who Made Parks* relates to this idea. You may wish to think aloud about details that support this understanding. **I remember that on page 16, Calvert invited Frederick to help design a plan for Central Park. Winning the competition would help make Frederick's dreams of creating a public space come true, but at first Frederick hesitated because his full-time job was already a lot of work, and he was concerned about competing against his boss. Eventually, Frederick worked hard to make the best design he could, and his determination to beat his boss and make a beautiful park helped him to win.**

As a whole group, discuss other ways this biography shows that turning an idea into action requires determination and hard work. Make sure children locate specific evidence in the text that supports their ideas. As children participate in collaborative conversations, make sure they follow agreed-upon rules for discussion, and remind them to build on others' talk in the conversation by linking their comments to the remarks of others.

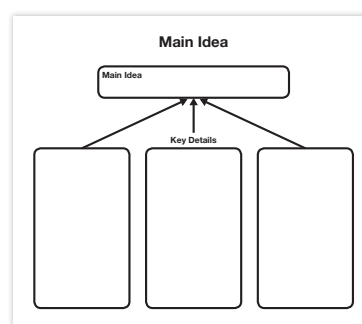
TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share their opinions and to cite text evidence that supports their opinion to the question: **What qualities do you think made it possible for Frederick to create a career for himself as a landscape architect?** (Possible response: His love of nature and his imagination made him able to think up beautiful designs for parks. His talent for organizing workers and his drive to work hard made it possible for him to turn his dreams into real places.)

Reading Analysis**Reasons Support Specific Points**

Remind children how an author provides reasons to support the points that he or she is making in a text. Readers must figure out what the author's main points are and identify the key details that support these ideas.

INTEGRATION OF KNOWLEDGE AND IDEAS Have children think about how the author is expressing her opinion about why his life's work was so important. Have them use a Main Idea and Details chart to record information about a point the author makes and how she supports this point. Begin by looking at how the first and last pages of the text focus more on Frederick's ideas about parks than on Frederick's life.

- What idea about parks is expressed by the text on page 3? (Standing in a city park today is a peaceful experience.) How does this relate to the way the author describes Frederick's idea about parks on page 30? (The author says that Frederick believed that "every city needs a beating green heart.") We can record this as the main idea on the chart.



- What is one key detail from the middle of the text that supplies a reason to support this point? (Possible response: On p. 16, the author says that when Frederick and Calvert were designing a plan for Central Park together, "Frederick envisioned the park as a tranquil place for people to escape the bustle and noise of the city.") We can add this detail to the first box below.

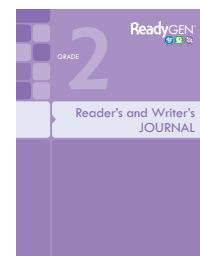
Independent Reading Practice

READING ANALYSIS: REASONS SUPPORT SPECIFIC POINTS Have children work independently to complete the Main Idea and Key Details chart by filling it with other details from the text that support the author's point about Frederick's views.

WRITING IN RESPONSE TO READING Have children turn to p. 157 in their *Reader's and Writer's Journal* to read the prompt: *What are some reasons found in the text that support the idea that "every city needs a beating green heart"?*

Reading Wrap-Up

SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



READING OBJECTIVES

- Identify reasons that support the main idea.
- Analyze author's word choice.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify reasons that support an author's point, **then...**use the Reading Analysis lesson in small groups to help them locate and distinguish which details support a main idea.

If...children need extra support to understand the text, **then...**use the Close Reading Workshop in small groups to provide scaffolded support for *The Man Who Made Parks*.

Reading Analysis

Help children work through the rest of the Main Idea and Key Details Chart by looking through the text for sections that mention Frederick and his views on parks. Model how to reread these sections for facts and descriptions that tell more about how Frederick felt about parks. Remind children to ask themselves how each fact or detail supports the idea that Frederick wanted parks to be quiet places where everyone could enjoy nature before adding it to their charts.

Close Reading Workshop

REVISIT THE MAN WHO MADE PARKS Have children reread the last three paragraphs on p. 18. Then discuss the following questions with the group. Have children use text evidence to support their answers.

- 1** What effect on Frederick's life did the construction of Central Park have? (Because it was such a success, many other people wanted Frederick and Calvert to build parks, and he was able to start a career as a landscape architect.)
- 2** What does the author signal by including the word *finally* in the sentence "Frederick Law Olmsted had finally found his career"? (The author structured the first part of the biography by telling how Frederick tried a series of jobs while searching for one that would make him happy. The word *finally* signals that Frederick's quest is over, and now the biography will turn to focus on the important work he does during his career as a landscape architect.)
- 3** Assign partners, and have children examine the words the author chooses to use to describe the parks Frederick designed and discuss how these words support the author's opinion about Frederick's views on what a park should be.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify reasons that support an author's main point,
then...extend the Reading Analysis lesson by having children fill out another Main Idea and Details Chart to examine reasons the author uses to support a different point.

Reading Analysis

Have children complete a Main Idea and Details Chart to support another of the author's ideas—that the importance of Frederick's life was that he changed cities and the lives of many people by creating the parks of his dreams. Have children work to fill this chart out by answering the following questions:

- **What idea about Frederick and the significance of his life is expressed on page 4?** (Once there were no city parks, but Frederick changed cities.)
- **How could you summarize the author's opinion of the importance of Frederick's life?** (Possible response: Frederick's life was important because he changed people's lives by designing beautiful public spaces that let people experience nature in peaceful ways.)
- **What is one reason the author provides to support this point?** (Possible response: On p. 30, the author notes that not only did Frederick leave behind "magnificent parks all over North America," his idea that cities need such parks—places of "rest and tranquility"—is one that people still value and believe in today.)
- Have children complete their charts and then compare and discuss the reasons they have selected from the text to support this point.

WRITING OBJECTIVES

- Revise writing to add support.
- Identify conjunctions.

Writing

Making Revisions

Revising to Strengthen Writing

TEACH Explain to children that writers do not write only one draft of their writing. Writers reread their first draft and **revise their writing** to make sure they have included strong reasons and evidence to support the points they are making.

ANALYZE THE MODEL Through discussion, help children identify how revision can make a piece of writing stronger by adding more supporting reasons and details. Read to children the following basic version of the end of p. 18.

Over the years, they designed many parks. After their partnership ended, Frederick continued to design parks alone. For example, he designed a park in Boston.

This version of the text contains only basic facts about Frederick's work after completing Central Park.

Then have children read the final version on p. 18 to see a revised and strengthened version of the text.

Over the years, they designed many parks, including Prospect Park in Brooklyn—a place of stately trees and rolling open fields. After their partnership ended, Frederick continued to design parks alone. One of his boldest designs was the Emerald Necklace in Boston—a whole park system circling the shoreline in a ribbon of green.

The writer has added specific facts and descriptive details that provide more supporting information about the work Frederick did during this time.

Explain that the writer has revised the text—adding facts about the places Frederick built and detailed descriptions of what they looked like—to support more strongly the idea that Frederick built important parks full of beautiful nature.

Conventions Using Conjunctions

TEACH AND MODEL Review how conjunctions can be used to join compound verbs. For additional practice, have children refer to p. 158 in their *Reader's and Writer's Journal*.

...skaters came to glide **and** dance on the ice.

Independent Writing Practice

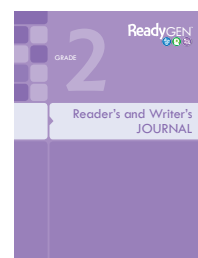
WRITING Have children revisit the opinion piece of writing they did in the previous lesson and revise it. Have them turn to p. 160 in the *Reader's and Writer's Journal* to review the writing activity. Then have children:

- 1 evaluate the reasons and evidence they have included to support their ideas.
- 2 add more facts and descriptive details to support their ideas more strongly.

Remind children to go back to *The Man Who Made Parks* as a model of strong writing. Have children write the new, revised versions of their opinion paragraphs on a separate sheet of paper.

APPLY CONVENTIONS After children complete the Independent Writing Practice, have them underline a conjunction that they used to join compound verbs in their writing.

USE TECHNOLOGY As children work on their Independent Writing Practice, have them use computers or electronic tablets to create their revisions, if available. Have them print out their revisions.



Writing Wrap-Up

Ask volunteers to share their writing with the class. As children share their work, have peers evaluate how the revisions have improved the texts.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

COMPOUND VERBS Make sure children understand that a compound verb is used when a subject does more than one thing. Say aloud sentences with compound verbs—such as *Molly jumped and twirled*—and have children repeat each sentence while acting out the verbs and clapping when they say the conjunction.

STRATEGIC SUPPORT

ADDING TO WRITING Help children revise their writing by identifying places where they can add more facts or details to strengthen the point they are making. Suggest that children consider what questions a reader might have about their writing and add details to address those questions.

LESSON OBJECTIVE

Ask and answer questions to demonstrate understanding of key details in a text.

READING OBJECTIVES

- Determine word meanings.
- Use text evidence to answer questions in a close reading.

Read Anchor Text

Build Understanding

INTRODUCE Tell children that they will be considering *The Man Who Made Parks* as a whole, thinking about what it teaches the reader about Frederick and his life, and what a reader might still want to learn. Then have children focus on the following Enduring Understanding as you work through the lesson: *Learners understand that turning an idea into action requires determination and hard work.*



First Read of the Lesson

EXPLORE THE TEXT Introduce today's rereading by having children consider what they know about the life and career of Frederick Law Olmsted that they did not know before reading this book. Remind children of the Essential Question: *What can we learn from reading about people's lives?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ TOGETHER *THE MAN WHO MADE PARKS* Use the **Read Together Routine**. Read the book aloud as children read with you as they are capable. As children read, they should focus on how the author provides some information about this topic, but does not answer every question a reader might have. Following the reading, discuss the questions below and other questions children may have. Have children use p. 161 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details that the author uses to tell about Frederick’s life and career. Use the following questions to lead the discussion.

- **Vocabulary** The text on page 16 says that the park commissioners decided to “hold a competition.” Use clues from the text to explain what a competition is. The text explains that the commissioners decided to hold a competition to determine where the design for the park would come from. The competition would have winners and a prize, and people would enter it. A competition must be a type of contest.
- **Vocabulary** Use the clues from the text on page 16 to explain what it means to collaborate, and why it was a good idea for Frederick and Calvert to collaborate. When you collaborate, you work together on a project to create something. The text says that, “Calvert was convinced that together they could design something unique and wonderful.” Frederick and Calvert worked well together because each man contributed his own, different talents—Calvert knew very well how to design buildings, while Frederick knew the park site well.
- **Vocabulary** The text on page 16 says, “Egbert was confident that Frederick had no hope of winning.” Using clues from the text, explain whether Egbert being confident meant that he was sure or not sure that Frederick would do well. The text says Egbert told Frederick it didn’t matter if Frederick entered the competition, so Egbert must have been sure that he, not Frederick, would win. Therefore, to be confident of something means that you are sure of it.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

EXPRESSIONS Be sure children understand the expression “knew every inch” on p. 16. Explain that this does not mean that Frederick is actually familiar with every single inch of the 840 acres that will become Central Park. It just means that he knows the land very well from working to clean and prepare it.

STRATEGIC SUPPORT

VISUALIZE Help children understand the words the author uses to describe the construction of Central Park better. Draw a curved line on a sheet of paper to show how such a line can make a narrow space look wider. Then draw rough rocks on a blank sheet of paper to demonstrate how rugged landscape would “accent” tamer grassy fields.

READING OBJECTIVE

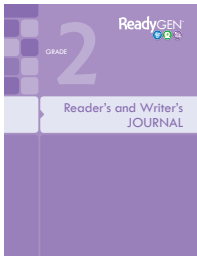
- Ask and answer questions.

Focused Reading Instruction

Text-Based Vocabulary

Text-Based Vocabulary

- envisioned, p. 16
- tranquil, p. 16
- serenity, p. 16



Introduce children to key text-based vocabulary from *The Man Who Made Parks*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 162 in their *Reader's and Writer's Journal*.

Note that the text says on p. 16 that, "Frederick envisioned the park as a tranquil place." Point out the prefix *en-* in *envisioned* and explain that it means "to put in." Then point out the word *vision* in *envisioned*. The word *envisioned* means "pictured in your mind." Discuss what Frederick envisioned his perfect Central Park to look like.

Text-Based Conversation

Use the **Paired Discussion Routine**. Point out that although *The Man Who Made Parks* contains a lot of information about Frederick, it does not narrate every event of his life, and a reader might still have some questions at the end of the book. Discuss what other things a reader might want to know about Frederick's life.

You may wish to think aloud about how to brainstorm questions that a reader might ask Frederick to learn other things about his life. I know from reading about how Central Park was built that Frederick sometimes made plans that required many changes to the land. I read on page 28 that Frederick proposed that the land of the Yosemite Valley be preserved as a national park. If I could talk to Frederick, I would like to know if there were any changes he would make to the land of Yosemite Valley while preserving it.

In pairs, have children discuss what questions they would ask Frederick if they could talk to him. Make sure children cite evidence that supports or inspires their ideas for questions. Invite children to share their questions with the class and allow classmates to ask clarifying questions.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share their opinions and to cite text evidence that supports their opinion to the question: Which of Frederick's projects do you think had the greatest affect on people? (Possible response: I think Central Park had the greatest affect because its success led Frederick to design all of the other parks and public spaces that changed the lives of so many people.)

Reading Analysis Ask and Answer Questions

Discuss how asking and answering questions can help readers understand a text better. Before reading a text, readers can ask themselves questions and then seek answers while reading. If readers still have unanswered questions when finished with the text, they can do further research.

KEY IDEAS AND DETAILS Have children use the left column of a T-Chart to record a few questions they had about Frederick before reading the book. Then have children record answers to each question in the right column and note which questions were unanswered at the end of the book.

- What was one question you had that you could answer after reading the text? (The title of this biography is *The Man Who Made Parks*, so I wondered what kind of parks he made. I found out that Frederick made public parks and other spaces for people.) How did this question help you comprehend what you were reading? (It helped me focus my attention on the work that Frederick did and it helped me understand the title of this book.)

- What is one question you had while reading this biography that was not answered by the text?

(I learned details about how Central Park was made, but I want to know exactly what Frederick's plan for the land was.) How could you answer this question? (I can research to find a copy of Frederick's plan and a map of what Central Park looks like now.)

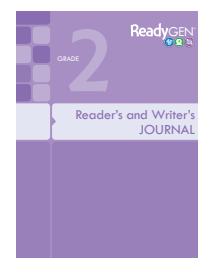
T-Chart

WHOLE GROUP

Independent Reading Practice

READING ANALYSIS: ASK AND ANSWER QUESTIONS Have children turn to p. 163 in their *Reader's and Writer's Journal* and work independently to record other questions. If these questions are answered in the text, have them write the answers as well.

WRITING IN RESPONSE TO READING Have children turn to p. 167 in their *Reader's and Writer's Journal* to read the prompt: *What is your opinion of how this book was written and illustrated?*



Reading Wrap-Up

SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.

READING OBJECTIVES

- Ask and answer questions.
- Analyze text structure.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to compare characters' points of view, **then...**use the Reading Analysis lesson in small groups to help them determine which questions can be answered by the text and which cannot.

If...children need extra support to understand the text, **then...**use the Close Reading Workshop in small groups to provide scaffolded support for *The Man Who Made Parks*.

Reading Analysis

Have children pick a page of the text to reread. Once they have read it, model how to think about what you have just read and ask a question about it. For example, after reading p. 21, readers might wonder, "What are some magnificent public spaces that Frederick designed?" Show children how to record this question in the first column of their T-Charts and then read on to see if the text can answer their question. If it can, model how to record the answer in the second column of their T-Charts. If it can't, have children consider what kind of information is needed to answer the question, and where this information might be found by doing research.

Close Reading Workshop

REVISIT THE MAN WHO MADE PARKS Have children read p. 30. Then discuss the following questions. Have children use text evidence to support their answers.

- 1 **What facts does the author include at the end?** (The date of Frederick's death and a summary of the accomplishments of his life.) **How do her word choices in this last paragraph indicate her opinion of his work?** (She has a high opinion, because she uses the words "magnificent" and "glorious.")
- 2 **Why might the author choose to end the biography in this way?** (This is a biography, beginning with his birth and ending with his death. The author's main topic is Frederick's work, so she repeats what his accomplishments are to make sure the reader understands why his life is worth reading about.)
- 3 **What does it tell you about the author's opinion of Frederick and his work that she ends the entire book with the words "lives on?"** (Possible response: She has a high opinion of Frederick's work and how it continues to change people's lives.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to ask and answer questions about a text, **then...**extend the Reading Analysis lesson by having children discuss why the answers to certain questions might be found in the text while the answers to other questions might not.

Reading Analysis

Have children examine their completed T-Charts and discuss why the answer to each question might or might not have been included in the text. Have children discuss the following questions:

- **What is one question you could answer by reading on in the text?**
(Possible response: I wondered what parks Frederick made, and the text provided me with pictures and names for many of the public spaces he designed.) **Why might the answer to this question have been found in this text?** (Possible response: This question related to the author's main point—she wanted to express her opinion about how magnificent Frederick's work was, so she provided the reader with information about several of his projects.)
- **What is one question you could not answer by reading on in the text?**
(Possible response: I wondered what work Calvert went on to do after his partnership with Frederick ended.) **Why might the answer to this question not have been found in this text?** (Possible response: The author of this book is focusing on Frederick's life and work, so I would have to find a biography of Calvert to get more information about his life and work.)
- Have children work with a partner to continue discussing reasons why the answers to their questions might or might not have been found in the text of *The Man Who Made Parks*.

WRITING OBJECTIVES

- Write interview questions and answers.
- Identify conjunctions.

Writing

Informative/Explanatory Writing

Write Interview Questions

TEACH Explain to children that writers may conduct interviews as they research a topic they are writing about. Explain that an interview goes back and forth between the questions the interviewer asks and the answers provided by the person being interviewed. Usually the interviewer **writes interview questions** that begin with question words such as *who*, *what*, *when*, *where*, *why*, and *how*.

ANALYZE THE MODEL Through discussion, talk about how the author could have interviewed Olmsted to gather the facts shared in the book, *The Man Who Made Parks*. Have children begin by rereading p. 6.

He read books in his father's library, especially those about the magnificent parks and gardens in England...He became so interested in parks, he suggested his father plant more trees on their property to improve the view. Though he didn't realize it then, Frederick had designed his first park.

The author elaborates on the facts about Frederick's first park. She answers questions **What, Why, When, and How**.

Then have children see how this information might have been written if the author had interviewed Frederick Olmsted.

Interviewer: When did you design your first park?
Frederick: As a boy, I learned about English gardens in books, so I suggested that my father plant more trees on our property to improve the view. I didn't realize it at the time, but that was the first park I designed.

The interviewer's question begins with a question word—**when**. Frederick's answer includes facts from the biography.

Explain to children that informative/explanatory writers often think about questions they want answered first. Then they write to answer those questions. An interview is a good way to find the answers to a writer's questions.

Conventions Using Conjunctions

TEACH AND MODEL Review how conjunctions can be used to join two shorter sentences into one compound sentence. For additional practice, have children refer to p. 168 in the *Reader's and Writer's Journal*.

Wildflowers sway in the breeze, and towering trees surround you.

Independent Writing Practice

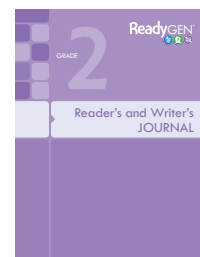
FORMATIVE ASSESSMENT Review with children how Frederick wanted to improve American society. Then have them consider the people who help improve their school community. Children will choose a teacher, the principal, or a parent that they would like to interview and plan questions on p. 170 of the *Reader's and Writer's Journal*. If there is not time have children answer the questions as if they were the person being interviewed. Have them:

- 1 make a list of three questions to ask. Questions should begin with Who, What, Where, When, Why, or How.
- 2 conduct the interview and write the answers out as a paragraph that informs others about how the person helps improve the school community.

Have children write on p. 169 in their *Reader's and Writer's Journal*.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them underline a conjunction that they used in a sentence.

USE TECHNOLOGY Have children use computers or electronic tablets to create their interviews, if available. Have them print out their interviews.



WHOLE GROUP

Writing Wrap-Up

Ask volunteers to share their interview questions and how they used the questions and answers to write a paragraph.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CONJUNCTIONS Remind children that a complete sentence has both a subject and a verb. When two complete sentences are joined by a conjunction, they become a compound sentence. Write simple sentences on index cards and have children practice joining pairs of sentences with conjunctions.

STRATEGIC SUPPORT

ASKING QUESTIONS If children struggle to write questions for their interview, have them examine the information on a page in *The Man Who Made Parks* and think about what question you would have to ask to prompt Frederick to give this answer.

LESSON

7

UNIT 3 • MODULE B

LESSON OBJECTIVE

Describe the overall structure and sequence of a story.

READING OBJECTIVES

- Ask and answer questions to demonstrate understanding.
- Identify the order of events.
- Use text evidence to answer questions in a close reading.

Read the Text

Build Understanding

INTRODUCE Tell children that you will be reading a story about a girl and her neighbors who plant a garden in a vacant lot. Then have them focus on the following Enduring Understanding as you read the story: *Learners understand that turning an idea into action requires determination and hard work.*

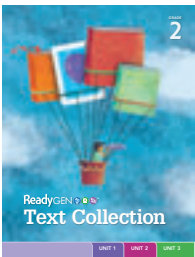
First Read of the Lesson

EXPLORE THE TEXT Introduce the story *City Green* on p. 136 of the *Text Collection*. Explain that it is realistic fiction, which is a made-up story about people and places that could be real, and about events that could really happen. Have children look at the illustrations and invite them to share their experiences with planting seeds or working in a garden. Then tell children the Essential Question to focus on today: *What can we learn from reading about people's lives?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD CITY GREEN Use the **Read Aloud Routine**. As you introduce this story for the first time, read it aloud as children follow along in their own books. As children revisit the story throughout the lesson, they can read on their own as they are capable. In this first reading, children should focus on understanding the “gist” of the text, or who the characters are and what is happening. Have children use p. 161 in their *Reader's and Writer's Journal* to record their answers to one of the following questions:

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details about the story structure and order of events. Use the following questions to lead the discussion.

- **Vocabulary** On page 137, when Marcy asked Old Man Hammer if he used to live in the empty building, he hollered, “Scram.” What does *hollered* mean? *Hollered* means “yelled.” What is another word that means about the same thing as *hollered*? Possible responses: *shouted*; *yelled*.
- **Vocabulary** Marcy describes Old Man Hammer as “hard as nails.” What is someone who is “hard as nails” like? Someone who is “hard as nails” is tough and unfriendly. What clues in the text help you understand what “hard as nails” means? The words *scram* and *hollered* help me figure out that someone who is hard as nails is tough and unfriendly. Someone who hollers, or yells, “scram” is probably not a very nice person.
- On page 138, which words tell you that the building was already torn down when this story begins? The words “last year” tell me that the building was torn down before the story begins. **Key Ideas and Details**
- On page 140, how does the author help us picture what the block looks like now that the building is gone? The text on p. 140 says, “Now this block looks like a big smile with one tooth missing.” This helps us picture the gap that the missing building has created in the block.

Integration of Knowledge and Ideas

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

MULTIPLE-MEANING WORDS Children may be unfamiliar with multiple-meaning words related to cities, such as *block* and *lot*. Use the illustration on p. 137 and restatement to explain that in this story, a *lot* is a piece of land and a *block* is a city area surrounded by four streets. Ask children to take turns using these words in sentences.

STRATEGIC SUPPORT

STORY SEQUENCE Children may have difficulty following the shift in time at the beginning of the story. Explain that the words “Last year” on p. 138 tell them that Marcy is talking about something that has already happened. The word “Now” on p. 140 signals that the story is shifting back to the present. From page 140 on, the story is told in time order.

READING OBJECTIVES

- Describe how words supply meaning in a story.
- Ask and answer questions.
- Identify story structure.

Text-Based Vocabulary

- crane, p. 138
- wrecking ball, p. 138
- heap, p. 138
- rubble, p. 138



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *City Green*. For each word, check children's understanding. Poll them to see if *they know the meaning, know it a little, or don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 162 in their *Reader's and Writer's Journal*.

On p. 138, the author describes how the building was torn down. *A crane with a wrecking ball knocked down the building. I picture a big, heavy ball hanging from a crane and swinging into the building to break it apart. All that was left was a heap, or pile, of pieces. The workers took the rubble—the pieces of broken building—away in a truck.* Have children point to the crane and the wrecking ball in the illustration on p. 139.

Text-Based Conversation

Use the **Whole Group Discussion Routine**. Remind children that in *City Green*, Marcy and her neighbors turn the vacant lot into a community garden. Have children consider as a group how a garden is like a park.

You may want to think aloud about text details that can help readers understand how a garden is like a park: *On page 155, Marcy tells us that Miss Rosa brings milk, and jelly, and bread and spreads a beach towel where the junk is cleared. It sounds like Miss Rosa and the neighbors are going to have a picnic in the garden. You can also have a picnic in a park, so that's a way that gardens and parks are alike. They are both places where people can meet and share a meal.*

As a whole group, discuss other ways that gardens are like parks. Make sure children locate specific evidence in the text that supports their ideas. As children participate in collaborative conversations, have them build on other's talk in conversations by linking their comments to the remarks of others.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share their opinions, and to cite text evidence that supports their opinion to the question: *Do you think planting a garden is a good way to use a vacant lot?* (Possible response: I think planting a garden is a good way to use a vacant lot because it gives people a place to grow healthy food. Plus, the plants and the flowers make the lot prettier to look at.)

Language Analysis Story Structure

Review with children that a story has a beginning, a middle, and an end. Explain that the beginning introduces the characters, setting, and the plot. The end wraps up the story.

CRAFT AND STRUCTURE Have children focus on the order of events as Marcy and Miss Rosa get the garden ready. Have them fill in the Story Sequence A graphic organizer for this section of the text.

- What does Mama say they are going to do first? (clear the lot) This can go in the “Beginning” section of our graphic organizer. How do you know that it takes all day to clear the lot? (Marcy is “up with the sun” and they are still in the lot “just before supper.”)
- What happens next? (The city drops off tools.) What signal phrase tells you when this happens? (Next day) Does Mr. Rocco bring paint before or after Mr. Bennett brings wood? How do you know? (after; The text says that Mr. Bennett brings wood. Then Mr. Rocco comes, carrying two cans of paint.) Add these events to the “Middle” section of the graphic organizer.
- How do you know that finishing the fence is the last event in this section? (The text says that the fence is built and painted “by the end of the day.”)

Story Sequence B

Title	
Characters	Setting
Events 1. First	
2. Next	
3. Then	
4. Last	

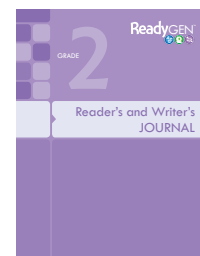
WHOLE GROUP

Independent Reading Practice

LANGUAGE ANALYSIS: STORY STRUCTURE Have children work independently to complete Story Sequence A for the whole story. Remind them to look for sequence words and phrases to help them determine the order of events.

WRITING IN RESPONSE TO READING Have children turn to p. 167 in their *Reader's and Writer's Journal* to read the prompt: *Why do you think Old Man Hammer is as cranky as he is?*

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how determination is important for achieving goals.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.

READING OBJECTIVES

- Identify story structure.
- Read with accuracy.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify story structure,
then...use the Language Analysis lesson in small groups to help them complete the Story Sequence A graphic organizer.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Write the following main story events on sentence strips:

- Marcy and Miss Rosa want to plant a garden in a vacant lot.
- The neighbors work together to clear the lot and build a fence.
- Everyone helps to plant the garden.
- The garden grows.

Mix up the strips and have children work in pairs to put them in the correct order. Once children have the events in the correct order, they can add them to the Story Sequence A graphic organizer.

Oral Reading

ACCURACY Explain that reading with accuracy means reading without mistakes, pronouncing all the words correctly, and pausing in the right places as indicated by punctuation. Have children follow along as you read p. 137 of *City Green*. Model reading with accuracy.

Have children read the same passage aloud, focusing on reading with accuracy. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify story structure, **then...**extend the Language Analysis lesson by having children use their Story Sequence A graphic organizers to create a storyboard of *City Green*.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Explain that a storyboard looks like a comic strip, and usually includes just the main ideas. Have children use their completed Story Sequence A graphic organizers to create a four-panel storyboard for *City Green*. Tell children to write and illustrate one main event per panel. Use these additional questions to guide them.

- **What is the very first thing that happens, before the story even starts?** (A building is torn down, leaving a vacant lot behind.)
- **On page 141, spring comes, and Miss Rosa and Marcy are inspired to plant a garden. Why do you think the author tells us that it is spring?** (Spring is when you plant gardens, so Marcy and Miss Rosa probably wouldn't have thought about using the vacant lot as a garden until it was time to actually plant one.)
- **What happens next?** (Marcy, Miss Rosa, and the neighbors rent the lot, clean it up, and plant the garden.)
- **Why do you think the author ends the story in summertime?** (Summertime is when gardens are in full bloom, so it is a good way to show that Marcy and Miss Rosa's plan ends in a successful garden.)

Oral Reading

ACCURACY Explain that reading with accuracy means reading without mistakes, pronouncing all the words correctly, and pausing in the right places as indicated by punctuation. Have children follow along as you read p. 137 of *City Green*. Model reading with accuracy.

Have children read the same passage aloud, focusing on reading with accuracy. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

WRITING OBJECTIVES

- Use details to explain responses to events.
- Use adjectives.
- Write an explanation.

Writing

Informative/Explanatory Writing

Using Details

TEACH Explain to children that writers use details to explain how characters or real people respond to events. In the narrative text, *City Green*, the author uses details to show how characters respond to events. Informative/explanatory writers also use details to show how real people respond to events.

- How do details help readers understand how Old Man Hammer reacts to the empty lot? How do details help readers understand how his reaction changes as the lot changes?

ANALYZE THE MODEL Through discussion, help children recognize how the author uses details to help show character response.

Old Man Hammer sits on his stoop and shakes his head. "Look at that piece of junk land on a city block," Old Man Hammer says.

Old Man Hammer's words and the action of shaking his head helps readers understand that he is upset by this empty lot.

Point out how the author uses additional details to show the change in Old Man Hammer as the empty lot changes.

When Old Man Hammer sees his little garden bed, his sour grapes turn sweet.

This detail helps readers see a change in Old Man Hammer and how he now responds to the new garden.

Explain to children that authors use many details to help readers better understand how characters respond to events in a story. Informative/explanatory writers also use details to help explain how real people respond to events. These details help readers better understand these people.

Conventions Adjectives

TEACH AND MODEL Review that adjectives modify nouns. They tell which ones, what kind, or how many. For additional practice, have children refer to p. 168 in the *Reader's and Writer's Journal*.

In **three** **slow** blows that building was knocked into a heap of pieces.

Independent Writing Practice

WRITING Have children turn to p. 169 in their *Reader's and Writer's Journals* to review the writing activity. Review how Marcy's neighborhood responded to the new garden. Then have children think about how a garden or park improves their neighborhood. Have children write a paragraph about how people in their community respond to using a neighborhood garden or park. Have children:

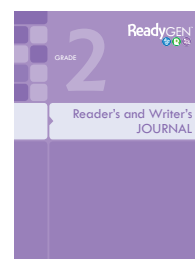
- 1 introduce the garden or park by describing it.
- 2 give details about how the garden or park improves their own feelings about the neighborhood.
- 3 conclude by telling how the people in the neighborhood respond to the garden or park.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them circle an adjective they used in their writing.

USE TECHNOLOGY If available, have children use computers or electronic tablets to write. Have them print out their explanations.

Writing Wrap-Up

Have volunteers share their writing with the class. Encourage classmates to point out details that explain how people respond to the neighborhood garden or park.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADJECTIVES Help children understand that adjectives modify nouns. Use adjectives to describe classroom objects: the yellow pencil; the big window; the heavy book. Have children repeat. Then point to objects and have volunteers give adjectives to describe them.

STRATEGIC SUPPORT

ADJECTIVES Have children practice using adjectives to describe the vacant lot in *City Green*. Discuss whether each adjective they use tells which one, what kind, or how many.

LESSON

8

UNIT 3 • MODULE B

LESSON OBJECTIVE

Ask and answer questions using both the text and illustrations to demonstrate understanding.

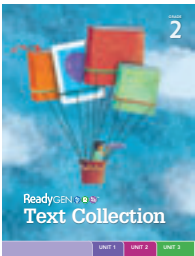
READING OBJECTIVES

- Demonstrate understanding of word meanings.
- Use text evidence to answer questions in a close reading.

Read the Text

Build Understanding

INTRODUCE Remind children that rereading a text helps readers find information they missed on the first reading and helps deepen comprehension. Have children focus on the following Enduring Understanding as you read pp. 136–145 of *City Green: Learners understand that turning an idea into action requires determination and hard work*. Have children ask themselves questions as they listen to the story to help them better understand it.



First Read of the Lesson

EXPLORE THE TEXT Review that Marcy and her neighbors plant a community garden on an empty lot in the neighborhood. Explain that a community garden is a single piece of land that is planted and tended by many people. Then remind children about the Essential Question to focus on today: *What can we learn from reading about people's lives?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD PAGES 136–145 OF CITY GREEN Use the **Read Aloud Routine**. As you read aloud pp. 136–145 in the *Text Collection*, children can follow along. As children revisit the story throughout the lesson, have them read on their own as they are capable. In this reading, children should focus on understanding the problem with the vacant lot and what Miss Rosa and Marcy want to do to solve it. Have children use p. 161 in their *Reader's and Writer's Journal* to record their answers to one of the following questions:

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details in the text and in the illustrations. Use the following questions to lead the discussion.

- **Why is Old Man Hammer upset that the building is gone?** He thinks the building that used to be on the lot could have been saved, but no one even tried. Now the lot is filled with junk. **Why does Old Man Hammer care about the building?** He used to live there. **Key Ideas and Details**
- **Vocabulary** On page 140, the text tells us that Old Man Hammer sits on his stoop. **What is a stoop?** A stoop is a small porch with steps. **If you weren't sure what a stoop was, how could the illustration help you?** It shows Old Man Hammer sitting on small porch with steps.
- **Vocabulary** Old Man Hammer doesn't like the empty lot. He says, "Look at the piece of junk land on a city block." **What do you think he means by "junk land"?** He means a piece of land that isn't being used and is filled with trash. **If you weren't sure what junk land is, how could the illustration help you?** The illustration shows a piece of land that is filled with trash.
- **Vocabulary** Old Man Hammer tells Marcy that she can't dig more dirt because the lot is city property. **What is city property?** City property is something, such as a piece of land, that belongs to the city. It is not owned by individuals in the community.
- **How does Old Man Hammer help inspire Miss Rosa and Marcy to do something about the lot?** He suggests that they get dirt for the coffee cans at the lot instead of at the park. This makes them think about how they could use the lot. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

MULTIPLE-MEANING WORDS Help children understand the multiple-meaning word *lot*. Old Man Hammer says "This good for nothin' lot has plenty of dirt right here." In this case, *lot* means "a piece of land." Then Miss Rosa says, "a *lot* of dirt." Here, *lot* means "a large amount. Have children use the word *lot* in sentences of their own. Have other children tell which meaning of *lot* was used.

STRATEGIC SUPPORT

KEY DETAILS On p. 142, help children identify the clues that hint at what Marcy and Miss Rosa plan to do with the lot. They compare the lot to a big coffee can, which is where they usually plant seeds. Then Marcy starts digging, thinking of gardens and flowers. From these clues, we can figure out that Marcy and Miss Rosa want to use the lot to plant a garden.

READING OBJECTIVES

- Describe how words supply meaning in a story.
- Ask and answer questions.
- Use text and illustrations to understand unstated ideas and information.

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *City Green*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 162 in their *Reader's and Writer's Journal*.

Point out that on p. 141, the author tells how Miss Rosa and Marcy plant their seeds. [Miss Rosa and Marcy keep coffee cans on their windowsills](#). [What are windowsills?](#) Explain that a windowsill is a piece of wood or stone that runs along the bottom of a window, almost like a shelf.

Review with children that Marcy and Miss Rosa buy packets of seeds and scoop dirt to fill their coffee cans. Tell children that packets are small paper packages. Then have them demonstrate scooping dirt into a pot and planting seeds from packets.

Text-Based Conversation

Use the **Paired Discussion Routine**. Remind children that on p. 141 of *City Green*, the author tells us that Marcy and Miss Rosa plant their seeds in coffee cans. Have children work in pairs to consider why they might do this.

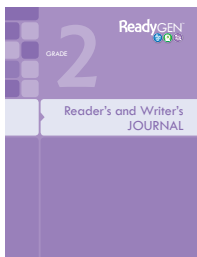
You may wish to think aloud about text details that can help readers understand why Miss Rosa and Marcy might plant their seeds in coffee cans: [Marcy and Miss Rosa live in the city in an apartment building. From the illustration on page 140, I can tell that the buildings are very close together and there is not a lot of open space. Marcy and Miss Rosa probably don't have backyards or fields nearby in which to plant their seeds, so they plant them in coffee cans instead.](#)

In pairs, have children talk about how where we live affects our everyday lives. Have them talk about things they do now that they would have to do differently if they lived somewhere else. Remind children to ask for clarification as needed.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share their opinions and to cite text evidence that supports their opinion to the question: [Do you agree with Old Man Hammer that the lot is "good for nothin'?" Why or why not?](#) (Possible response: I don't agree with Old Man Hammer that the lot is "good for nothin'." I think Marcy and Miss Rosa will be able to turn it into something that is good for the community.)

Text-Based Vocabulary

- windowsills, p. 141
- packets, p. 141
- scoop, p. 141



Reading Analysis Ask and Answer Questions

Tell children that to keep the pace of a story up, authors don't explain every detail. Instead, they provide information in the illustrations and the characters' words and actions.

Reread the last sentence on p. 137 and point to Old Man Hammer in the illustration. Readers can find answers to questions about Old Man Hammer by looking closely at how the text and illustration tell what he is like. The reader can determine that he is unfriendly.

KEY IDEAS AND DETAILS Have children consider examples of text and illustrations that help answer questions. Have them write the page number in the first column of the T-chart and how the text or illustration helps them in the second column.

- On pages 138–139, does the author tell us how the people feel about the building being torn down? (No) How do you know how they feel? (The illustration shows people looking upset.)
- How does the illustration on page 140 help you understand why Old Man Hammer calls the lot a “piece of junk land”? (The illustration shows the lot filled with trash.)

T-Chart	

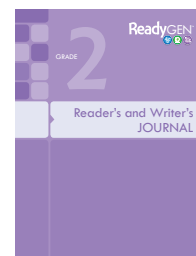
Independent Reading Practice

READING ANALYSIS: USE TEXT AND ILLUSTRATIONS Have children revisit pp. 136–145 of *City Green* to find ways the text and illustration help them figure out things the author doesn't directly explain. Have children record these on the T-Chart.

WRITING IN RESPONSE TO READING Have children turn to p. 167 in their Reader's and Writer's Journal to read the prompt: *How did one of the illustrations help you better understand the story?*

Reading Wrap-Up

SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVES

- Ask and answer questions.
- Use text and illustrations to figure out unstated ideas and information.
- Use text evidence to answer questions in a close reading.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify how text and illustrations help them figure out unstated ideas and information,
then...use the Reading Analysis lesson in small groups to help them complete the T-Chart.

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

Reading Analysis

Reread p. 140. Focus children's attention on how the illustrations on pp. 140–141 give them details that the author doesn't state directly. **How do the illustrations help you understand why Marcy feels sad when she passes the lot every day?** (The four illustrations show the four seasons of the year and show the lot filling with more trash as time goes by.) Work with children to complete the T-chart by listing each illustration and the details it helps them figure out that the author doesn't state directly.

Close Reading Workshop

SLEUTH WORK Have children read "Josh Gibson, Home Run King" on pp. 28–29 of *Sleuth*. Then use the steps below to help groups answer the Sleuth questions. Have children use text evidence to support their answers.

LOOK FOR CLUES Have children look for details that show that baseball was important to Josh Gibson. (In his spare time, Gibson could be found improving his skills and showing off his talent. Gibson played professional baseball for the rest of his life.)

ASK QUESTIONS Have children write three questions they have about baseball from a long time ago.

MAKE YOUR CASE Have children find four facts that the author shares about Josh Gibson. Then have children write a few sentences to explain why they chose those facts.



PROVE IT Using evidence from the text, make a list of accomplishments that proves Josh Gibson was a great baseball player.

After children discuss the Sleuth steps, direct them to pp. 165–166 of the *Reader's and Writer's Journal* to further explore “Josh Gibson, Home Run King.”



EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify facts and details in a text, **then...**extend the *Sleuth* reading and activity by having children fill out a K-W-L graphic organizer for “Josh Gibson, Home Run King”.

Close Reading Workshop

Point out that the purpose of “Josh Gibson, Home Run King” is to give information about a baseball player who played in the Negro Leagues. Have children fill out a K-W-L chart for Josh Gibson. Encourage them to use the classroom library or conduct online research to find answers to their questions.

- What do you already know about Josh Gibson or the Negro Leagues from reading the *Sleuth* passage? Fill in the *What We Know* section of the K-W-L chart with the four facts you identified in *Make Your Case*.
- What do you want to know more about Josh Gibson or the Negro Leagues? (Possible responses: When was Josh Gibson born? Did he play for the Homestead Grays for his whole career? Why were the Major Leagues closed to African Americans?) Write your questions in the *What We Want to Know* section of the K-W-L chart.
- Now research your questions and write your answers in the *What We Learned* section of the K-W-L chart.
- What did you learn? (Responses will vary.)

WRITING OBJECTIVES

- Identify how writers use illustrations to give more information.
- Write a formal letter that states an idea for improving the community.

Writing

Informative/Explanatory Writing

Using Illustrations

TEACH Review with children that in narrative writing, illustrations help readers understand details that might not be stated directly in the text. In informative/explanatory text, diagrams and photos also provide readers with help in understanding concepts or ideas that might not be stated directly in the text. In *City Green*, for example, the author doesn't directly state how the most of characters feel about the new garden. Instead, the characters' expressions in the illustrations show their reactions. The illustrations also help readers better picture the setting of the story.

- How does the illustration on pages 144–145 help you figure out how the people felt about going to city hall and successfully leasing the lot?

ANALYZE THE MODEL Through discussion, help children describe how the illustrations on pp. 148–149 can be used to describe something that is not said in the text.

Now, this time of day is early. Neighbors pass by and see what we're doing. Most say, "We want to help too." They have a little time to spare.

The illustration shows all the different types of people who stop by to help. The text does not give all those details.

Explain to children that words aren't the only way that authors tell stories. In stories, illustrations also provide important details about the characters, setting, and events. In informative/explanatory writing, diagrams and photos give readers additional details about the topic.

Conventions Formal Language

TEACH AND MODEL Remind children of the letters they read in the Unit 2 story, *I Wanna Iguana*. Explain that those letters used informal language. However, letters written to a place such as city hall should use formal language. Use p. 168 in the *Reader's and Writer's Journal*.

Formal: Dear Sir,

Informal: Hi, there!

Independent Writing Practice

FORMATIVE ASSESSMENT Have children turn to p. 169 in the *Reader's and Writer's Journal* to review the writing activity. Review that in *City Green*, Marcy is determined to improve her neighborhood by turning a vacant lot into a garden. Ask children to think about a way they might improve their community. Have them write a letter to their town's city hall to tell how they might improve their community. Have children include an illustration or diagram that shows the details of their plan. Have them:

- 1 clearly state their idea for improving their town or neighborhood, using formal language.
- 2 give details that describe their improvement, showing some of those details in an illustration or a diagram.

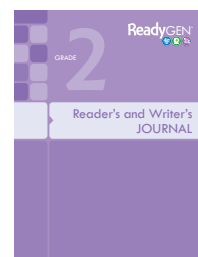
Remind children to follow the correct format for a letter. Have children write on p. 170 in the *Reader's and Writer's Journal*.

APPLY CONVENTIONS Have check their work for formal language.

USE TECHNOLOGY Have children use computers to draft their letters, if available.

Writing Wrap-Up

Have volunteers share their letters. Have peers point out ways to make their writing stronger.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

FORMAL LETTER Show children examples of formal letters and friendly e-mails, and compare and contrast the two to show the difference in format and writing style. Ask which of the letters they would send to a friend, a grandparent, and the principal.

STRATEGIC SUPPORT

FORMAL LETTER If children are unsure of how to write a formal letter, then give them an easy example to follow with a formal greeting, a clear beginning that states the reason for the letter, and a formal closing such as *Sincerely*.

LESSON

9

UNIT 3 • MODULE B

LESSON OBJECTIVE

Acknowledge differences in points of view.

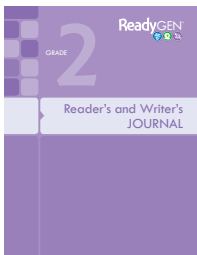
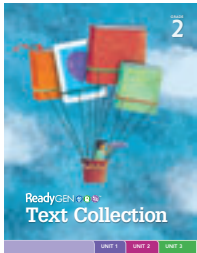
READING OBJECTIVES

- Ask and answer questions to demonstrate understanding.
- Use text evidence to answer questions in a close reading.

Read the Text

Build Understanding

INTRODUCE Tell children that today they will reread the middle of *City Green* to see what Miss Rosa and Marcy do with the lot. If needed, review that the main problem of the story is that a building has been torn down and the lot is now filled with junk. Then have them focus on the following Enduring Understanding as you read pp. 144–155 of the *Text Collection*: *Learners understand that turning an idea into action requires determination and hard work.* Have children look for ways that Marcy and Miss Rosa turn their idea for the lot into action.



First Read of the Lesson

EXPLORE THE TEXT Have volunteers summarize the beginning of the story. Marcy and Miss Rosa want to turn the empty lot into a garden. Have children look at the illustrations on pp. 144–155. Have them share their experiences with working with friends and neighbors to accomplish a goal. Then remind children about the Essential Question for today: *What can we learn from reading about people's lives?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD PAGES 144–155 OF CITY GREEN Use the **Read Aloud Routine**. As you read pp. 144–155, have children follow along in their books. As children revisit the story throughout the lesson, they can read silently on their own. In this reading, children should focus on the points of the view of the characters. How do the main characters feel about the events that are taking place? Have children use p. 161 in their *Reader's and Writer's Journal* to record their answers to one of the following questions:

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details about the community's feelings about the garden. Use the following questions to lead the discussion.

- **How do the people in Marcy's neighborhood feel about Marcy and Miss Rosa's plan? How do you know?** They are excited about Marcy and Miss Rosa's idea. In less than a week, Marcy and Miss Rosa have plenty of names on their petition. A bunch of the neighbors join Marcy and Miss Rosa at city hall. **Key Ideas and Details**
- **Vocabulary** Marcy and Miss Rosa pass around a petition. What is a petition? A petition is a letter signed by many people telling a leader something that they want or want to change. What clues in the text help you understand what a petition is? The words "pass around" and "We want to lease this lot" help me figure out that a petition is something that goes from person to person and states a request.
- **Vocabulary** The petition says, "We want to lease this lot." What does lease mean? Lease means, "to pay money to an owner in return for using or living in his or her property." Remember that authors may sometimes use synonyms that can provide a clue to a word's meaning. What synonym for lease do you see in the last paragraph on page 145? *Rent*.
- **How does Marcy get enough help to make the garden a success?** Neighbors pass by and want to help. They call other neighbors and get them to help, too. People donate things they aren't using, such as wood and paint for a fence. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

MULTIPLE-MEANING WORDS Help children understand the multiple-meaning word *sign*. Marcy asks Old Man Hammer, "Sign with us?" Children may think of sign as a noun, like a stop sign. In this sentence, however, it is a verb that means "to write your name." Have children sign their name to demonstrate their understanding.

STRATEGIC SUPPORT

SEQUENCE OF EVENTS To help children understand the steps Marcy and Miss Rosa follow to rent the lot, have them fill out a simple sequence chart. Guide them to use the words *first*, *next*, *then*, and *finally* to summarize the steps. You may want to have children act out the steps.

READING OBJECTIVES

- Describe how words supply meaning in a story.
- Ask and answer questions.
- Identify and compare points of view.

Text-Based Vocabulary

- sour grapes, p. 148
- cranky, p. 151

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from pp. 144–155 of *City Green*. For each word, check children’s understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don’t know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 162 in their *Reader’s and Writer’s Journal*.

Point out the text on p. 148 where Marcy responds to Old Man Hammer’s refusal to help. “*Sour grapes my mama’d say, and sour grapes is right.*” *What does sour grapes mean?* Explain that if someone has *sour grapes*, they are jealous. They pretend not to like or want something because they cannot have it for themselves.

Point out that on page 151, Marcy’s brother asks why Old Man Hammer is so mean and cranky. *Someone who is cranky is grouchy.* Have volunteers share things Old Man Hammer does that would make someone call him *cranky*.

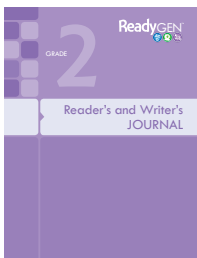
Text-Based Conversation

Use the **Small Group Discussion Routine**. Reread the second paragraph on p. 148. Explain that Marcy asks Old Man Hammer to help and he refuses. He says, “You’re all wastin’ your time.” Have children discuss in small groups why Old Man Hammer might say this.

Provide a think-aloud model for children. *Old Man Hammer was upset when the building was torn down. He thought the building could have been saved, but no one even tried. He might think Marcy and his neighbors are wasting their time because he can’t believe that anything good will come of the building being torn down.*

Have small groups discuss other reasons why Old Man Hammer might have told Marcy she was wasting her time. Make sure they point out specific text evidence to support their ideas. As children participate in collaborative conversations, remind them to speak in complete sentences in order to provide the requested detail or clarification.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share an opinion about the question: *Do you agree with Marcy that Old Man Hammer has sour grapes? Why or why not?* (Possible response: I agree with Marcy. He is acting like the garden isn’t going to work, just because the building that was on the lot got knocked down and couldn’t be saved.)



Language Analysis Points of View

Explain that the story is told in first-person point of view. *City Green* is told in the first-person. A character tells the story, so we “see” the other characters and events through her eyes. The person telling a story is called the narrator. In this story we don’t learn the narrator’s name until another character speaks directly to her. Read the first paragraph on page 147 aloud. What is the narrator’s name? How do you know? The narrator’s name is Marcy. This is how Mama directly addresses her.

Review that point of view is also how a character feels about someone or something. Characters may have similar or different points of view. Marcy and Old Man Hammer don’t agree on many things, but they do share the same point of view about the vacant lot—it makes them sad.

CRAFT AND STRUCTURE Have children compare Marcy and Old Man Hammer’s point of view about the lot using a Venn diagram. Tell them to label the left circle “Marcy’s Point of View” and the right circle “Old Man Hammer’s Point of View.”

KEY IDEAS AND DETAILS Reread the text on p. 2 in Chapter 1.

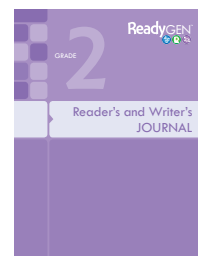
- On page 142, Marcy is already thinking about gardens and flowers as she digs. What is Old Man Hammer thinking? (He is thinking that she better not dig too much dirt because the lot is city property.)
- Do Marcy and Old Man Hammer agree that the petition is a good idea? (No; Marcy passes around the petition, and Old Man Hammer refuses to sign it.)

Independent Reading Practice

LANGUAGE ANALYSIS: POINTS OF VIEW Have children turn to p. 164 in their *Reader’s and Writer’s Journal*. Have them work independently to review their Venn diagrams and write a comparison and contrast paragraph.

WRITING IN RESPONSE TO READING Have children think about what Marcy has been able to accomplish because she has a positive attitude. Have children turn to p. 167 in their *Reader’s and Writer’s Journal* to read the prompt: *Why are people with positive attitudes able to get more done than people with negative attitudes?*

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the characters are determined to achieve their goals through hard work.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their responses to the Writing in Response to Reading prompt.

READING OBJECTIVES

- Compare points of view.
- Read fluently and with expression.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to compare points of view,
then...use the Language Analysis lesson in small groups to help them complete the T-Chart.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Reread p. 148 aloud and model comparing points of view. *Marcy and the neighbors are hard at work on the lot. Marcy wants Old Man Hammer to help, too, but he says, “I’m not helpin’ nobody.”* Focus children’s attention on the reason Old Man Hammer gives for not helping—he thinks it’s a waste of time. Discuss whether Marcy would agree with this point of view. Elicit from children that her hard work shows that she does not agree that it is a waste of time. Guide children to add these points of view to their Venn diagram. Remind them that Marcy and Old Man Hammer do share the same point of view about one thing, which is how the vacant lot makes them sad. Have them write this where the circles overlap.

Oral Reading

EXPRESSION Review that reading with expression means changing your voice to show the characters’ feelings. Remind them that punctuation can help them read with expression. For example, they should read with strong emotion when they see an exclamation point. Have children follow along as you read aloud p. 147 of *City Green* in the *Text Collection*. Model using punctuation cues, as well as story context, to read with expression.

Have children read the same passage aloud, focusing on reading with expression. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to compare points of view,
then...extend the Language Analysis lesson by having children analyze how Marcy uses actions rather than words to change Old Man Hammer.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Point out that although Marcy and Old Man Hammer have different points of view about changing the lot into a garden, Marcy doesn't argue with him. Instead, she uses her actions to prove that change is possible. Have children use a T-Chart to find examples of Old Man Hammer's negativity, and how Marcy responds in a positive way.

- **What does Old Man Hammer say to Marcy when she starts dreaming of a garden on the lot?** (He tells her the lot is city property.) **How does Marcy respond?** (Marcy and Miss Rosa start a petition to lease the lot.)
- **What does Old Man Hammer say when Marcy asks him to sign?** ("I'm not signin' nothin'." "And nothin' is what's going to happen.") **What does Marcy do in response?** (She and Miss Rosa take the signatures they have and rent the lot from the city.)
- **What does Marcy do when Old Man Hammer refuses to help?** (She and the other neighbors keep working.)

Then have pairs reread p. 151 and discuss this question: *Do you think Marcy understands Old Man Hammer, even though she doesn't always agree with him?* (Possible response: Yes; she says she thinks he is just sad and misses his old building.)

Oral Reading

EXPRESSION Review that reading with expression means changing your voice to show the characters' feelings. Remind them that punctuation can help them read with expression. For example, they should read with strong emotion when they see an exclamation point. Have children follow along as you read aloud p. 147 of *City Green* in the *Text Collection*. Model using punctuation cues, as well as story context, to read with expression. Have children read the same passage aloud, focusing on reading with expression. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

WRITING OBJECTIVES

- Plan writing by answering questions.
- Use adjectives.
- Write a narrative from a different point of view.

Writing

Informative/Explanatory Writing

Planning Writing

TEACH Have children consider the planning the author did before writing the story, *City Green*. Explain that authors may plan their stories by thinking about questions they want to answer, such as Who, What, Where, When, How, and Why. Point out that writers of informative/explanatory text may also consider the questions they want to answer as they plan their writing.

ANALYZE THE MODEL Have children think about how the author of *City Green* answered the following questions:

Where does this story take place?

There used to be a building right here on this lot. It was three floors up and down, an empty building nailed up shut for as long as I can remember.

The author answers the question *Where?* in both the text and the illustration on p. 137.

What is happening at the empty lot?

Well, anyone can tell with all the excitement that something is going on. And everyone has an idea about what to plant...

The author answers the question *What?* in the text and illustrations on p. 155.

Discuss how the author answered questions like Who, What, Where, When, How, and Why in ways that tell a story. Talk briefly about the difference between narrative and informative/explanatory texts, and how each text answers these same questions. Explain that narrative writing often adds a lot of descriptive detail when answering these questions, while informative/explanatory writers give facts with informational details. For example, the sentence, "By the end of the day a fence is built and painted as bright as the sun," if the story *City Green* was written as an informative/explanatory text, the sentence might read, "Today at the city's empty lot, a group of citizens built a fence and painted it yellow." Model for children how you might rewrite each of the examples above in a more informative/explanatory style. For example: *The three-floor building that had been nailed shut for months was finally torn down today.*

Conventions Adjectives

TEACH AND MODEL Review that adjectives modify, or describe, nouns. They tell which one, what kind, or how many. For additional practice, have children refer to p. 168 in the *Reader's and Writer's Journal*.

Sonny turns the dirt over with a **snow** shovel.

Independent Writing Practice

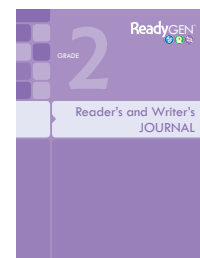
WRITING Have children turn to p. 170 in the *Reader's and Writer's Journals*. Thinking about the questions Who, What, Where, When, How, and Why, have children answer the question: How has Marcy's garden changed her neighborhood? Have them write an informative/explanatory paragraph that tells how the garden has changed the neighborhood. Have children:

- 1 write a sentence that introduces what has happened in Marcy's neighborhood.
- 2 write 2–3 sentences that tell how the garden changed the neighborhood.
- 3 write a concluding sentence that tells the importance of Marcy's garden to the community.

Have children write on p. 170 in the *Reader's and Writer's Journal*.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them underline any adjectives they use in their writing.

USE TECHNOLOGY If available, have children create an audio recording of their writing. These recordings can be shared with the class or a small group.



WHOLE GROUP

Writing Wrap-Up

Have volunteers share their writing with the class.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADJECTIVES Use sentence frames to help children recognize where and how adjectives are used in sentences. Write: *Marcy planted a ____ garden. She grew ____ flowers. She grew ____ vegetables.* Have children work in pairs to complete the frames.

STRATEGIC SUPPORT

ADJECTIVES As children write, help them add descriptive adjectives to their writing. Guide them to circle at least three nouns that they could further describe with an adjective. Then have them add an adjective before each of those nouns.

LESSON OBJECTIVE

Ask and answer questions to demonstrate understanding of key details.

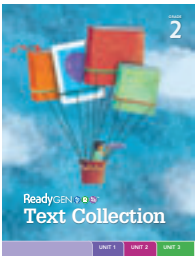
READING OBJECTIVES

- Ask and answer questions to demonstrate understanding of key details.
- Use text evidence to answer questions in a close reading.

Read the Text

Build Understanding

INTRODUCE Review with children that Marcy, Miss Rosa, and their neighbors work together to turn the lot into a garden. Tell children that today they will find out what happens after the garden is planted. Then have them focus on the following Enduring Understanding as you read the story: *Learners understand that turning an idea into action requires determination and hard work.*



First Read of the Lesson

EXPLORE THE TEXT Have children recount what has happened in the story so far. Have children look at the illustrations and discuss how the garden grows and changes. Then remind children about the Essential Question to focus on today: *What can we learn from reading about people's lives?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD PAGES 156–165 Use the **Read Aloud Routine**. Read aloud pp. 156–165 of *City Green* in the *Text Collection* as children follow along. As children revisit the story throughout the lesson, they can read on their own as they are capable. In this reading, children should focus on understanding how the garden changed the community and the character, Old Man Hammer. Have children use p. 161 in their *Reader's and Writer's Journal* to record their answers to one of the following questions.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details that tell what the garden means to the community. Use the following questions to lead the discussion.

- How does Marcy feel about Old Man Hammer planting seeds in the garden? How do you know? She is excited, and goes to the lot right after breakfast. She pats the soil for good luck and makes a little fence to protect them from being stepped on by the many people visiting and working in the garden. **Key Ideas and Details**
- **Vocabulary** When Marcy goes to the garden to see if Old Man Hammer really planted something, she sees a raised bed of soil. What is a raised bed of soil? A raised bed of soil is a mound of dirt where seeds have been planted. What clues in the text help you understand what a raised bed of soil is? The words, “just like the rows we’ve planted” help me figure out what a raised bed of soil is.
- How does the garden help the people in the community remember the building that used to be on the lot? People plant things in places where their rooms or the rooms of their loved ones used to be. For example, on p. 161 Mrs. Wells says she planted her flowers where her grandmother’s bedroom used to be. **Integration of Knowledge and Ideas**
- **Vocabulary** On page 162, we learn that Old Man Hammer’s seeds are sprouting. What does sprouting mean? Sprouting means “beginning to grow.” What clues in the text help you understand what sprouting means? The next sentence says that Old Man Hammer’s seeds have grown.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

IDIOMS Help children understand the idiom “stop in” on p. 161. Explain that “stop in” means “to visit a place for a short time.” Give an example, such as: *Sometimes the principal stops in our classroom.* Have children repeat. Have children list places they might stop in, such as a store, library, park, or restaurant.

STRATEGIC SUPPORT

EXPRESSIONS Discuss with children what it means that Old Man Hammer’s sour grapes have turned sweet. Explain that once he was angry and bitter about the lot, and the thought that nobody cared about it. Now, it makes him feel happy. Together, talk about what makes Old Man Hammer’s sour grapes turn sweet.

READING OBJECTIVES

- Describe how words supply meaning in a story.
- Ask and answer questions.
- Use illustrations to understand the story and its characters.

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *City Green*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 162 in their *Reader's and Writer's Journal*.

On page 157, Marcy sees Old Man Hammer walk to the back of the lot. He bends down quick, sprinkling something from his pocket. What does *sprinkling* mean? Explain that *sprinkling* means "scattering small bits or pieces." Have children demonstrate sprinkling seeds.

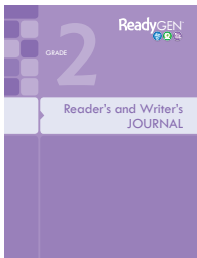
On p. 165, point out that the seeds that Old Man Hammer sprinkled have grown into a patch of sunflowers. Tell children that a patch is a small part of a larger area. Do Old Man Hammer's sunflowers grow all over the garden or in one section? (one section)

Text-Based Conversation

Use the **Paired Discussion Routine**. Explain that on p. 157, it's nighttime, and Marcy thinks she sees Old Man Hammer sprinkling seeds. Have children discuss in pairs how Marcy knows that she was not dreaming about seeing Old Man Hammer in the garden. You may wish to think aloud about text details that can help readers understand how Marcy knows that she was not dreaming: Marcy sees Old Man Hammer sprinkling seeds at nighttime. Her brother says, "You're dreaming. You're wishing too hard." Marcy decides to go to the lot right after breakfast to check if Old Man Hammer planted something.

In pairs, have children discuss what Marcy sees that proves to her that she was not dreaming. Make sure they point out specific text evidence. As children participate in collaborative conversations, have them build on other's talk in conversations by linking their comments to the remarks of others.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share an opinion about whether or not they think Old Man Hammer should have planted something: Do you think Old Man Hammer had the right to plant something in the garden? (Possible responses: I don't think Old Man Hammer had the right to plant something because he didn't help; I think Old Man Hammer had the right to plant something because the garden belongs to everyone in the community, whether they helped or not.)



Reading Analysis Use Illustrations

Review with children that readers should use story illustrations to help them understand the story and its characters. Point out the illustration of Old Man Hammer on pp. 158–159. Talk about how the illustration helps readers see another side of Old Man Hammer. His home looks cozy and there are pictures of loved ones nearby. Discuss how this illustration of Old Man Hammer contrasts with Marcy’s description of him at the beginning of the story.

INTEGRATION OF KNOWLEDGE AND IDEAS Have children consider the other illustrations in the book, and how they help them understand a character and/or story event. Have them write the illustration’s page number in the first column of the T-Chart and how the illustration helps in the second column.

T-Chart

- How does the illustration on page 160 help you understand what the garden has come to mean to the community? (The illustration shows people working and talking and enjoying the plants. It has become a place for the community to gather.)
- How does the illustration on page 164 help you understand how people feel about the sunflowers? (The people are surprised and delighted by the sunflowers.)

Independent Reading Practice

READING ANALYSIS: USE ILLUSTRATIONS Have children work independently to revisit the text in order to find ways the illustrations connect to the text, and how they help readers better understand the characters and story. Have children record the page number for the illustration and the text evidence in the two columns of the T-Chart.

WRITING IN RESPONSE TO READING Have children think about how the community responded when Marcy and Miss Rosa decided to turn the lot into a garden. Have children turn to p. 167 in the *Reader’s and Writer’s Journal* to read the following prompt: *Why do you think people were willing to help once Marcy and Miss Rosa got the garden started?* Have children write their responses on a separate sheet of paper, using the text to support their answers.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.

READING OBJECTIVES

- Use illustrations to understand story characters and events.
- Use text evidence to answer questions in a close reading.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to use illustrations,
then...use the Reading Analysis lesson in small groups to help them complete the T-Chart.

If...children need extra support to understand the story,
then...use the Close Reading Workshop in small groups to provide scaffolded support for p. 157.

Reading Analysis

Read p. 162. Focus children's attention on how the illustration on p. 163 helps them understand Old Man Hammer and Marcy. [How does the illustration on page 163 help you understand how things have changed between Marcy and Old Man Hammer?](#) (Old Man Hammer and Marcy have become friends. They are smiling and Old Man Hammer has his hand on Marcy's shoulder.) Work with children to complete the T-Chart by listing the illustration and some details about how it helps them understand Marcy and Old Man Hammer.

Close Reading Workshop

REVISIT CITY GREEN, PAGE 157 Have children turn to p. 157 in the *Text Collection*. Remind them that earlier in the story, Old Man Hammer had said that the garden was a waste of time. Have children read p. 157.

- 1 [Why do you think Old Man Hammer plants his seeds at night?](#) (He doesn't want anyone to see him planting them.) [What does this tell you about Old Man Hammer?](#) (He cares more about the garden than he wants anyone to know.)
- 2 [What does Marcy's brother mean when he says, "You're dreaming. You're wishing too hard?"](#) (He means that Marcy wants Old Man Hammer to like the garden so much that she's imagining him planting the seeds.)
- 3 Assign children partners. Have pairs talk about how it feels when someone appreciates something we have done or made.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to use illustrations,
then...extend the Reading Analysis lesson by having children write captions for three illustrations from *City Green*.

Reading Analysis

Have children select a few illustrations from pp. 156–165 of *City Green*. Have them list the page number of the illustration in the first column of a T-Chart. Have them write a caption for the illustration in the second column. Remind children that a caption captures the most important details or information about a photograph or illustration in a brief sentence or description.

- On pages 158, from whose window are we seeing Marcy? (Old Man Hammer's) What is she doing? (She is patting the soil for good luck and making a fence.) How could we write a caption for this illustration? (Outside Old Man Hammer's window, Marcy pats his seeds and makes a fence to keep them safe.)
- What is happening in the illustration on page 163? (Marcy is showing Old Man Hammer that his seeds have sprouted. Marcy and Old Man have become friends.) How could we write this as a caption? (New friends Marcy and Old Man Hammer admire Old Man Hammer's sprouts.)
- Have children continue adding illustrations and captions to their T-charts. Then have them work in pairs to discuss the following question: Imagine you are writing a newspaper article about the new community garden. Which illustration and caption would you choose to use in the article. Why?

WRITING OBJECTIVES

- Describe and discuss illustrations.
- Use adjectives.
- Draft informative/explanatory paragraphs.

Writing

Informative/Explanatory Writing

Describe and Discuss Illustrations

TEACH Tell children that there is a saying that says “a picture is worth a thousand words.” Explain that both story illustrations and photos in informative/explanatory text can add to our understanding by showing more details than the author would be able to tell with words alone. Point out, for example, that the illustrations in *City Green* often show more characters than are named in the story. Have children think about how this helps them better understand the story:

- How do the illustrations help me understand the hard work that went into turning the lot into a garden?

ANALYZE THE MODEL Through discussion, help children recognize how illustrations enhance understanding. Have children look at the illustration on pages 148–149.

Neighbors pass by and see what we're doing. Most say, "We want to help too."

Marcy and Miss Rosa couldn't make the garden on their own. The illustration on pages 148–149 helps us picture all the different people it took to make the garden a success.

Have children look at the illustration on page 161. Read the text that accompanies it.

Every day I go for a look inside our garden lot. Other neighbors stop in too.

Look at all the people enjoying the garden! The text doesn't tell us exactly who they are, but the illustration shows that the garden has become important to many people in the community.

Explain to children that the illustrations in *City Green* help them see the process of turning the empty lot into a garden.

Conventions Adjectives

TEACH AND MODEL Review that adjectives modify nouns. For additional practice, have children refer to p. 168 in the *Reader's and Writer's Journal*.

And there it is—a **tiny raised** bed of soil.

Independent Writing Practice

WRITING Have children turn to p. 170 in the *Reader's and Writer's Journal* to review the writing activity. Have children think about the garden in *City Green* as they design a small garden/park for their own neighborhood. Have children write an explanation that tells what the qualities and characteristics of their garden/park include. Have them tell why the features in their design will benefit the neighborhood and what the rules are for their garden/park. Have children:

- 1 design a small garden or park for their own neighborhood.
- 2 write an explanation that tells what the qualities and characteristics of their garden/park include
- 3 tell why the design of their park will benefit the neighborhood.
- 4 write two rules for their garden/park.

Remind children to include descriptive adjectives in explanations so that readers can visualize their garden or park design.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them underline adjectives they used.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their paragraphs.

Writing Wrap-Up

Have volunteers share their designs with the class. Encourage classmates to comment on ideas that would make a good park or garden.

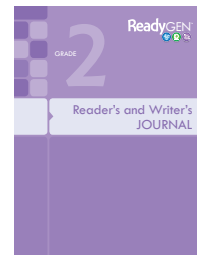
Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADJECTIVES Have children do an adjective word sort. Provide a list of adjectives such as *many*, *little*, *sweet*, *sour*, *that*, *this*, and *few*. Have children work in pairs to sort them into “which one,” “what kind,” and “how many.” Then have them add an additional adjective to each category.

STRATEGIC SUPPORT

ADJECTIVES Have children go on an Adjective Hunt in *City Green*. Have partners list at least five adjectives they find in the story.



WHOLE GROUP

LESSON OBJECTIVE

Ask and answer questions to demonstrate understanding of a text.

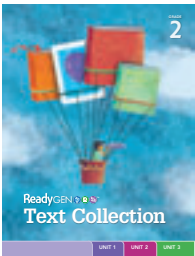
READING OBJECTIVES

- Identify rhyme and rhythm in a poem.
- Use text evidence to answer questions during a close reading.

Read the Text

Build Understanding

INTRODUCE Remind children that in *The Man Who Made Parks* and *City Green*, they learned about people who created parks and gardens in the middle of cities. Tell them that now they are going to read poems about trees in cities. Have children focus on the following Enduring Understanding as you read “City Trees” and work through the lesson: *Learners understand that turning an idea into action requires determination and hard work.*



First Read of the Lesson

EXPLORE THE TEXT Have children look at the poem “City Trees” on p. 169 of the *Text Collection*. Remind them that a poem is made up of lines of text and that many poems include rhythm and rhyme. Explain that as you read the poem, children should notice the format of the text and listen for examples of rhythm and rhyme.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD “CITY TREES” Use the **Read Aloud Routine**. Read the poem aloud as children follow along in their books. In this first reading, children should focus on understanding the “gist” of the text, or what the poem is about. Suggest that children pay special attention to the format of the text. After the reading, discuss the questions below. Have children use p. 171 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they talk about how the poet describes the trees and the city setting. Use the following questions to lead the discussion.

- **What is the setting of the poem “City Trees”?** The setting is a street in the city. **What is the focus of the poem?** The trees that line the city streets.
- **What does the poet compare city trees to?** Country trees **What does the poet say about country trees?** Country trees make music. **How can country trees make music?** The wind and rain on the leaves make “thin and sweet” sounds. **Why do you think you hear can the sounds country trees make?** It is quiet in the country. **Key Ideas and Details**
- **How are city trees different than country trees?** People cannot hear the sounds they make. **According to the poet, why can’t people hear the sounds city trees make?** There is too much noise from traffic and trains. **Key Ideas and Details**
- **Vocabulary** The poet mentions the traffic in the city. **What does the word *traffic* mean in this context?** The word *traffic* refers to all the cars and other vehicles that travel on the city streets. **How does the use of words, such as *traffic* and *trains*, and the words *trees* and *country lanes*, create a contrast?** The words *traffic* and *trains* make me think of a noisy, crowded city. The words *trees* and *country lanes* make me think of a quiet, wide-open place.
- **Vocabulary** The poet refers to the “shrieking city air.” **If someone is shrieking, what is he or she doing?** Screaming in a very loud voice. **What sounds might you hear on a city street?** I might hear noise from all the cars and people talking. **What does the word *shrieking* mean in the poem?** *Shrieking* means “making a loud, irritating noise.”

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

MULTIPLE-MEANING WORDS Children may need extra help understanding the meaning of the phrase “that are so dumb.” Explain that the word *dumb* is often used to describe someone who is not very smart, but another meaning of the word is “not being able to speak.” Here, the word refers to that meaning and the way that the leaves are silent.

STRATEGIC SUPPORT

SENTENCE STRUCTURE Children may have difficulty with the complex sentence structure in this poem. Model how to read one line at a time and rephrase the text in your own words. Encourage children to paraphrase the lines and stanzas and put the ideas in simpler sentences.

READING OBJECTIVES

- Identify rhyme and rhythm in a poem.
- Identify text structure in a poem.

Text-Based Vocabulary

- lanes, p. 169
- undoubtedly, p. 169

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the poem “City Trees.” For each word, check children’s understanding. Poll them to see if they *know the meaning, know it a little, or don’t know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 172 in their *Reader’s and Writer’s Journal*.

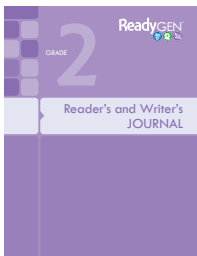
Reread the second stanza and point out the word *undoubtedly*. Point out the prefix *un-* and explain that it means “not.” Identify the root word *doubt*. Model defining *undoubtedly* in your own words. *Undoubtedly means “without a doubt.” What would people standing under city trees be able to hear?* (They would be able to hear music from the trees.)

Text-Based Conversation

Use the **Whole Group Discussion Routine**. Read aloud the two poems on pp. 170–171 of the *Text Collection* as children follow along. Explain that the “Stone Bench” poems are a unique form of poetry called haiku. Explain that each haiku contains just three lines. The first and last lines have five syllables, and the second line has seven syllables. Read aloud the first haiku and then think aloud about the similarities and differences between the first haiku and the poem “City Trees.” *This haiku and the poem “City Trees” both describe trees in a city, but the haiku looks very different from the other poem. It is much shorter and I don’t see any rhyming words. I do see words that help me picture what the poet is describing. I can picture trees along a city sidewalk and traffic moving along the street. The descriptions in the haiku remind me of the descriptions in “City Trees.” I can picture the beauty of the trees amidst the city landscape.*

As a whole group, have children discuss the second haiku. Have them describe what they visualize when they read the poem, and identify words that appeal to their senses. As children participate in collaborative conversations, have them ask for clarification and further explanation about the topic under discussion.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to think about the importance of saving room for nature in cities. *Do you think it is important to make space for trees and parks within cities?* (Possible responses: Yes, because parks are places where people can play and relax. No, because we need the space for buildings and roads.)

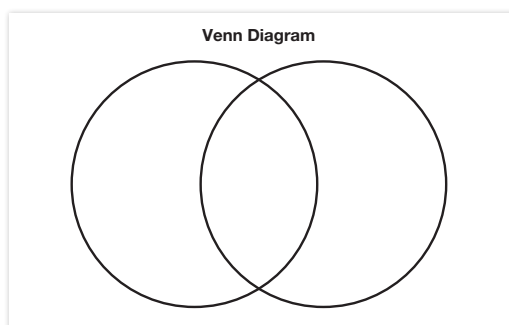


Language Analysis Poem Structure

Have children use a Venn diagram as the class discusses how the text structures of the three poems are very different from one another. Have them write “City Trees” above the left circle and “Haikus” above the right circle.

CRAFT AND STRUCTURE Focus children’s attention on the characteristics of the poems, including their structure and elements. Point out that “City Trees” has three stanzas of four lines, and that the other two poems are haikus with three lines. Have children write the different structures in the outer parts of the circles.

- Listen as I reread the first stanza of “City Trees.” Which words rhyme? (*street/sweet, trains/lanes*) This poem has rhythm, or a regular beat. Read the poem with me and listen for the regular beat. How does rhythm add to the effect of the poem? (Possible response: It makes the poem more interesting.) Write these elements on the left side of the Venn Diagram.
- Listen as I reread one of the haikus. Which words rhyme? (*none*) What is the structure of these poems? (Three lines; First and third line have 5 syllables and second line has 7 syllables) Write these elements on the right side of the Venn Diagram.
- What can you picture in all of the poems? (I picture trees and a city street.) We can write this similarity in the middle of the Venn Diagram.



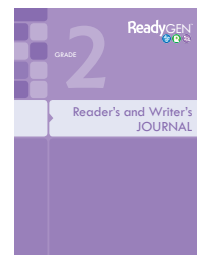
Independent Reading Practice

LANGUAGE ANALYSIS: POEM STRUCTURE Have children work independently to identify the words and phrases that help them picture the setting and message of the poems. Have children turn to p. 173 in their *Reader’s and Writer’s Journal* to record these words and phrases.

WRITING IN RESPONSE TO READING Have children look at “City Trees” and the haikus, focusing on each poem’s structure. Have children turn to p. 175 in their *Reader’s and Writer’s Journal* to read the prompt: *Which kind of poem structure do you like better? Why?*

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVES

- Identify rhyme and rhythm in a poem.
- Identify text structure in a poem.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify the structure and elements of a poem, **then...**use the Language Analysis lesson in small groups to help them work through additional examples.

If...children need extra support to understand the poems, **then...**use the Close Reading Workshop in small groups to provide scaffolded support.

Language Analysis

Guide children to recognize that all three poems describe trees in a city setting. Help them identify the text evidence of what the poems have in common by finding words and phrases that describe city trees. **Which words and phrases help you picture the setting of each poem?** (Possible responses: “City Trees:” *trees along this city street, traffic and the trains, people standing in their shade, shrieking city air*; Haikus: *tamed by fences, look out at traffic, reach out to touch the bus*)

Close Reading

READ “CITY TREES” Read the poem aloud as children follow along. Talk about the structure and elements of the poem.

- 1 **In each stanza, which words rhyme?** (The last words in the first and third lines rhyme and the last words in the second and fourth lines rhyme.) **Explain that in poetry, this is called an ABAB pattern of rhyme.**
- 2 **The poet repeats the words *city* and *country* throughout the poem. What contrast is the poet making?** (The poet is showing the difference between the city and the country.) **According to the poet, how are country trees and city trees different?** (People can hear the music country trees make, but city trees seem to be silent.)
- 3 **Why does the poet say she knows the sound of city trees “when the wind has come?”** (When the wind blows, she can imagine the sound of the leaves shaking if it was quiet enough to hear the sound.)

EXTENSIONS

MONITOR PROGRESS

If...children demonstrate understanding of a poem's structure and elements,
then...extend the Language Analysis lesson by having children dig deeper into the structure and elements in the haikus from "Stone Bench."

Language Analysis

Have children look at the haikus from "Stone Bench" on page 170. Discuss each poem's structure and poetic elements.

- Look closely at the first haiku. Sometimes poets give human characteristics to nonliving things. This is called *personification*. How does the poet make the trees seem like people? (The poet says the trees "pop their heads over to look out at the traffic.") What human qualities is the poet giving the trees? (Sample response: The poet makes it seem as if they have heads and eyes, and that they are looking at things.)
- Look closely at the second haiku. What can you picture? (Sample response: I see trees reaching over a concrete wall and moving close to a city bus.) What words and phrases help you picture the trees and the city setting? (*wild branches, spilling over, concrete wall, touch the bus*)
- How does the poet make the trees in the second haiku seem like people? (The poet says the branches "reach out to touch the bus.") In what way are the branches like people? (Sample response: The poet makes it seem as if they have arms that can reach out and hands that can touch things.)

WRITING OBJECTIVES

- Revise writing.
- Compare formal and informal uses of English.

Writing

Informative/Explanatory Writing

Revise Writing

TEACH Talk about ways that writers may revise their writing to make it stronger. Point out that writers often revise writing by adding descriptive words, making simple sentences into more complex sentences, and by providing more key details to support main topics.

ANALYZE THE MODEL Using the model below, think aloud about revising. Remind children of the explanations they wrote about a park/garden in their neighborhoods in the previous lesson.

My future neighborhood park has a playground, a flower garden, and a pond. This park will give people a place to play. Families can relax together. People can have a picnic here, too. The rules for my park will be: 1. Do not litter. 2. Do not throw things in the pond.

Model for children how a writer can make revision notes on a draft. For example, add a caret after “playground” and add the note: “add details.” You might also draw a line between sentence three and four to show you plan to combine those sentences.

Now share this model. Talk about how sentences were combined and some descriptive details were added.

My future neighborhood park has a playground with swings and a slide, a flower garden, and a pond with koi. This park will give children a place to play. Families can relax together and have a picnic here. The rules for my park will be: 1. Do not litter. 2. Do not throw things in the pond.

Remind children that descriptive details help readers better understand and visualize what you are writing about.

Conventions Formal and Informal English

TEACH AND MODEL Contrast the formal, complete sentences in “City Trees” with the free-flowing, incomplete text in the first haiku. For additional practice, have children refer to p. 177 in the *Reader’s and Writer’s Journal*.

out at the traffic . . .

Independent Writing Practice

WRITING Have children turn to p. 179 of the *Reader’s and Writer’s Journal* to review the writing assignment. Have children review the explanations they wrote in the previous lesson, and then revise their writing. Have children:

- 1 reread their paragraphs and make notes for what they want to revise.
- 2 revise and rewrite their explanations.
- 3 summarize in a sentence or two how they made their writing stronger. They can write this summary on p. 179 in the *Reader’s and Writer’s Journal*.

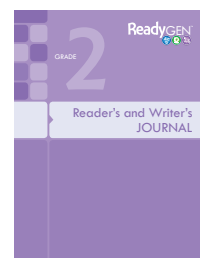
Remind children to return to the haikus to review the correct structure and to identify how the poets use sensory words to describe something in nature. Have children write on p. 179 in their *Reader’s and Writer’s Journal*.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them tell a partner where they might use informal English in their writing if they were writing their piece as a narrative.

USE TECHNOLOGY As children work, have them use computers or electronic tablets, if available, to draft and print their writing.

Writing Wrap-Up

Have children shared their revised paragraphs with a partner and talk about what they added to make their writing stronger.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

INFORMAL ENGLISH Help children understand that formal English follows all the rules of grammar, while informal English is more relaxed, reflecting the way people communicate with family and friends. Greet a child in formal and informal English to model the difference.

STRATEGIC SUPPORT

INFORMAL ENGLISH Have children read examples of informal English and rewrite them using formal English. Examples: Hey, Sam!/Hello, Sam!; I’m gonna go to the game./I’m going to go to the game.

LESSON 12

UNIT 3 • MODULE B

LESSON OBJECTIVE

Compare how authors' use of words and phrases convey meaning.

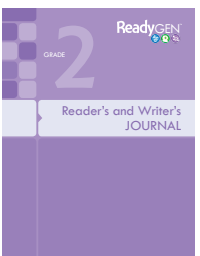
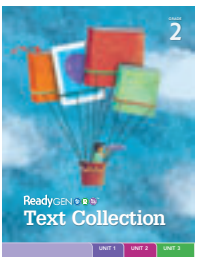
READING OBJECTIVES

- Understand that asking questions can help clarify and extend ideas.
- Use text evidence to answer questions during a close reading.

Read the Text

Build Understanding

INTRODUCE Explain to children that today, they will be returning to the texts they have previously read in the unit, *The Man Who Made Parks*, *City Green*, and the poems “City Trees” and “Stone Bench,” to compare the way authors use words and phrases to convey meaning. Then have them focus on the following Enduring Understanding as you work through the comparisons: *Learners understand that turning an idea into action requires determination and hard work.*



First Read of the Lesson

EXPLORE THE TEXT To begin the process of comparing *The Man Who Made Parks* and *City Green*, have volunteers recount each of the texts. On the board or chart paper, make a list of the major events in each text as children recall them. Have children use the lists to turn and talk with a partner about the connections between the major events in these two texts. Then have children focus on the Essential Question for today's lesson: *What can we learn from reading about people's lives?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD THE MAN WHO MADE PARKS AND CITY GREEN Use the **Read Aloud Routine**. Read aloud p. 6 in *The Man Who Made Parks* and p. 140 in *City Green* in the *Text Collection*. Have children compare the descriptions of the two settings. Following the reading, discuss the questions below. Have children use p. 171 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING Have children read pages 16–20 in *The Man Who Made Parks* and pp. 147–155 in *City Green* in the *Text Collection*. During this guided close reading, have children focus on key ideas and details as they talk about the way authors use language. Use the following questions to lead the discussion.

- **Vocabulary** On page 16 in *The Man Who Made Parks*, the text says that Frederick and Calvert *collaborate*. How does the text provide clues to the meaning of *collaborate*? The text says that Calvert was convinced that, together, they could make something wonderful. This helps readers figure out that *collaborate* means “to work together.” How do Marcy and Miss Rosa collaborate? They work together to petition for and plan the garden.
- On page 18 of *The Man Who Made Parks*, the author says, “Soon the park began buzzing with workmen.” What details on page 18 help readers understand what the author means by this? The text says, “Bricks, gravel, grass, soil, and even dynamite were hauled in. Roadbuilders constructed walkways for people, paths for horses and riders, and lanes for carriages.” These are all examples that show that it took many workers to transform the land into a park. The park is buzzing with workers the way a hive buzzes with bees. **Key Ideas and Details**
- **Vocabulary** On page 147, Marcy’s brother helps clear the lot. What details help you understand what *clear* means in this context? Marcy’s brother piles junk into bags and carries them to the curb. *Clear* must mean “to move things out of the way in order to make an open space.”
- In “Stone Bench in an Empty Park,” the poet describes “pines, tamed by fences.” How are Marcy’s garden and the pine trees both “tamed by fences”? In the poem, the fence separates the pine trees from the traffic. In *City Green*, a bright yellow fence separates the garden from the other lots. What setting do both the poem and *City Green* share? They are both set in the city. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

MULTIPLE-MEANING WORDS In *The Man Who Made Parks*, the author says that people were *drawn* to the beauty of the park. Explain that in this sentence, the word *drawn* means “attracted to.” Use gestures or pantomime to demonstrate being drawn toward something. Have children list things they are drawn to, such as playgrounds or colorful objects.

STRATEGIC SUPPORT

SENTENCE CONSTRUCTION Explain that the author of *City Green* writes the way that her character Marcy speaks, so some of her phrasing may be unfamiliar to children. Provide support by restating less familiar constructions. For example, restate “Now, this time of day is early,” as, “It’s still early in the day.”

READING OBJECTIVES

- Describe how words and phrases supply meaning.
- Compare texts.

Text-Based Vocabulary

- overbearing, p. 6 *The Man Who Made Parks*
- hard as nails, p. 137 *City Green*



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *The Man Who Made Parks* and *City Green*. Poll them to see if they *know the meaning, know it a little, or don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 172 in their *Reader's and Writer's Journal*.

Point out that both authors use similar words to describe Frederick Law Olmsted's schoolmasters and Old Man Hammer. *On page 6, Frederick's schoolmasters are described as "overbearing." In City Green, the author uses the phrase "hard as nails" on page 137 to describe Old Man Hammer. What do Frederick's teachers and Old Man Hammer have in common?* They are tough and have little respect for the opinions and feelings of others.

Text-Based Conversation

Use the **Whole Group Discussion Routine**. In both *The Man Who Made Parks* and *City Green*, the main characters work hard to bring a positive change to their community. Discuss how the hard work of both Frederick and Marcy paid off.

Provide a think-aloud model for children about the text details that support the idea that the main characters' worked hard: *I know that Frederick and Calvert worked "night after night" and "hour after exhausting hour." Marcy and her neighbors had to clear a junk-filled lot, plant seeds, build a fence, and then tend to their garden.*

As a whole group, have children look through *The Man Who Made Parks* and *City Green* to find text or illustrative details that show that the main characters' hard work paid off. For example, on page 162 of *City Green*, Old Man Hammer says, "This lot was good for nothin'. Now it's nothin' but good." As children participate in collaborative conversations, have them follow agreed-upon rules for discussions, such as listening to others with care and speaking one at a time.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Review what it means to give an opinion. Ask children to share their opinions and to cite text evidence that supports their opinions to the question: *Would you rather spend time in a park or a community garden? Explain.* (Possible response: I'd rather spend time in a park because there are more activities you can do, like run, play, and ice skate.)

Language Analysis Compare Language Choice

Explain that the words and phrases an author chooses supply meaning to a text. Readers can compare the language in a variety of texts to see how authors use different words and phrases to express similar ideas.

Have children revisit *The Man Who Made Parks* and *City Green* to compare the authors' use of words and phrases. Have them label the first column of the Three Column Chart graphic organizer "The Man Who Made Parks," the second column "City Green," and the third column "Meaning Expressed."

CRAFT AND STRUCTURE Have children revisit the text in both stories as they answer the following questions:

- How does the author describe Frederick on page 14? (She says he was "brimming with enthusiasm and ideas.") We can add this detail to the first column.
- On page 142 of *City Green*, what details does the author give to describe Marcy? ("Quick as a wink I'm digging away, already thinking of gardens and flowers.") We can add this to the second column.
- Based on the words and phrases the authors use, what are they trying to express? The characters are energetic and imaginative.

Three-Column Chart

Independent Reading Practice

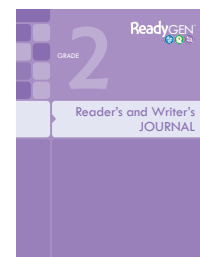
LANGUAGE ANALYSIS: COMPARE LANGUAGE CHOICE Have children add specific words and phrases from each story, as well as the meaning they express, to a Three-Column Chart. Have them turn to p. 174 in their *Reader's and Writer's Journal* and complete the activity.

WRITING IN RESPONSE TO READING Have children turn to p. 176 in the *Reader's and Writer's Journal* to read this prompt: *Who had to work harder to transform their piece of land: Frederick or Marcy?*

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how it is hard work to transform an idea into an action.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVES

- Describe how words and phrases supply meaning.
- Read fluently and with expression.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to describe how words and phrases supply meaning,

then...use the Language Analysis lesson in small groups to help them complete the Three-Column Chart Graphic Organizer.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Reading Analysis

Revisit the text on p. 14 of *The Man Who Made Parks* and p. 148 of *City Green*. Talk about the words and phrases the authors use to describe Mr. Hawkins and Old Man Hammer. Discuss how the authors carefully chose their words to describe two unpleasant characters who challenge Frederick and Marcy. Words and phrases gleaned from the text about these two characters, as well as the meaning the words and phrases express, can be added to the Three-Column Chart graphic organizer. Guide children as they add this information to their charts.

Oral Reading

EXPRESSION Review that reading with expression means changing your voice to show the characters' feelings. Tell children that punctuation can help them read with expression. Explain that they should read with strong emotion when they see an exclamation point. Point out that words such as *cried*, *begged*, or *shouted* can also guide their expression. Have children follow along as you read page 162 of *City Green* aloud. Model using word and punctuation cues to read with expression.

Have children read the same passage aloud, focusing on reading with expression. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to describe and compare word choice, **then...**extend the Language Analysis lesson by having children focus on the language the author uses to describe the garden in *City Green*, and the language the poet uses to describe the trees in “City Trees.”

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity on p. 224.

Language Analysis

Have children look again at the poem “City Trees” and p. 165 of *City Green*. Have them use words and phrases from the texts to answer the following questions:

- **What words and phrases does the author of *City Green* use to help readers understand that the city garden is thriving?** (“It fills with vegetables, herbs, and flowers. And way in the back, taller than anything else, is a beautiful patch of yellow sunflowers.”)
- **What words and phrases does the poet of “City Trees” use to explain how city trees are like country trees?** (“And people standing in their shade/ Out of a shower, undoubtedly/ Would hear such music as is made/Upon a country tree.”) **How are country trees like city trees?** (They would make the same sound if it was quiet enough to hear the trees in the city.)
- **What do the trees in “City Trees” and the garden in *City Green* have in common?** (They both bring a little bit of the country to the city. The city trees make the same music as the country trees, and the garden is filled with vegetables, herbs, and flowers, which would not normally grow in a city lot.)
- **Compare the last sentence of *City Green* on page 165 with the last line of “City Trees.” How are they the same?** (They are both simple sentences that tell something the author or poet knows that others don’t. They suggest a secret between the author or poet and the readers.)

WRITING OBJECTIVES

- Identify descriptive language.
- Compare formal and informal uses of English.
- Edit and create final drafts of their explanations of their parks/gardens.

Writing

Informative/Explanatory Writing

Descriptive Language

TEACH Review with children that descriptive language can help readers better picture events and settings. As children analyze the descriptions of how Central Park was built in *The Man Who Made Parks* and how the garden was shaped in *City Green*, have them think about the following:

- What words do the authors use to describe these places? How do those words help paint pictures in the reader's mind?
- How are the descriptions similar and different?

ANALYZE THE MODEL Through discussion, help children identify words and phrases that describe the park and the garden.

On page 18 in *The Man Who Made Parks*, the author describes Central Park.

"The south section of the park was shaped into rolling pastures, like an English countryside, while the north end's wilder, more rugged landscape was accented and preserved."

The words *rolling pastures*, like an *English countryside* contrast sharply with the words *wilder* and *rugged*. These specific words help readers picture the difference between the north and south ends of the park.

Compare this detailed description to the simpler description of Marcy's garden in *City Green*.

"I walk him past the hollyhocks, the daisies, the peppers, the rows of lettuce. I show him the strawberries that I planted."

The author lists specific things that are planted in the garden to help readers picture what it looks like.

Explain to children that specific words and phrases in the text can help readers better picture what is being described. Depending on the tone and style of the story, descriptions can be longer and more complex, as in *The Man Who Made Parks*, or short and simple, as in *City Green*. What's important is that the description helps us "see" what the author is describing.

Conventions Formal and Informal English

TEACH AND MODEL Explain that the informal language we use when speaking or writing to friends should not be used in writing informational text. Formal language is the “proper” language to use when writing reports, explanations, or opinions. Use p. 178 in the *Reader’s and Writer’s Journal*.

Independent Writing Practice

WRITING Have children turn to p. 180 in the *Reader’s and Writer’s Journal*. Then have them reread their park/garden explanations, looking for proper capitalization, punctuation, and spelling. Children should rewrite their explanations into a final draft, correcting capitalization, punctuation, and spelling. Have children:

- 1 reread their explanations, checking for correct capitalization and punctuation.
- 2 circle any words they are unsure about the spelling. Have them then consult a dictionary to check and correct any spelling errors.
- 3 rewrite their explanations into a final draft.

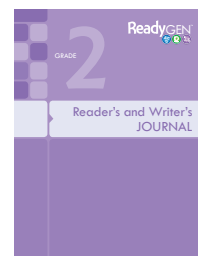
Remind children to use reference sources, like dictionaries, to help with spelling.

APPLY CONVENTIONS Have children reread their writing to make sure they used formal language and revise if needed.

USE TECHNOLOGY Have children use computers to create their final drafts, if available, and use the spelling and grammar check features to help them revise.

Writing Wrap-Up

Have volunteers share their final drafts and talk about how they feel they made their writing stronger.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

FORMAL LANGUAGE Help children distinguish between formal and informal language. Give examples, such as “Wanna hang out?” and “Would you like to come to my house to play?” Have children raise their hand when they hear an example of informal language. Then work with children to rewrite the informal examples as formal language.

STRATEGIC SUPPORT

FORMAL VS. INFORMAL LANGUAGE Make sure children understand that when they write for school or for adults, they should use formal language. Point out any examples of informal language in children’s writing and help them rephrase and rewrite it in formal language.



LESSON OBJECTIVE

- Write an explanatory text that explains how you could improve your community by creating a park for people.

Performance-Based Assessment

Task

Parks for the People

In this unit, children have read texts about people who have made a difference to the people of a city by creating parks for them to enjoy. Children will refer back to the text, *The Man Who Made Parks*, as they design and explain a park that they would like to create for their city or town. Have children keep this quote in mind from *The Man Who Made Parks*: “There was no place to escape until a man named Frederick Law Olmsted changed cities forever.”

Children will design a park, explain the qualities and characteristics of the newly designed park, tell how the park will benefit the community, and write rules for their park.

Children will:

- illustrate their newly-designed park.
- write about the qualities and characteristics of the newly designed park.
- write about how the park will benefit the community.
- write rules for the park.
- present their park plans to the class.

Illustrations and plans for the park can be gathered and showcased on a bulletin board in the classroom.

See p. 232 for a reproducible page to distribute to children.

TEACHER NOTE You may wish to administer this assessment over multiple lessons.

Task Preparation

INTRODUCE Discuss the Essential Questions: *What can we learn from reading about people's lives?* and *How do writers use both facts and story elements to tell a larger story about someone's life?*

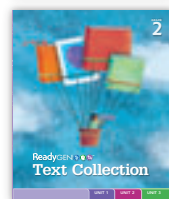
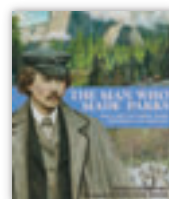
REVISIT THE TEXT Remind children that in *The Man Who Made Parks*, the author told the story of Frederick Law Olmsted. The informational text does not include text features like other informational texts do. Instead, the author uses story elements to tell Olmsted's biography or life story. In *City Green*, readers learn how a neighborhood pulled together to create something they can all enjoy. This story helps readers understand how people can make a difference in their communities even if they start out doing something small.

"His glorious idea that every city needs a beating green heart, a place of rest and tranquility, lives on."

—*The Man Who Made Parks*, p. 30

"Marcy," she says, "you're making something happen here."

—*City Green*, p. 148 of the Text Collection



Remind children that although *The Man Who Made Parks* is an informational text and *City Green* is a fictional text, the characters are alike in many ways, such as how they wanted to create parks and gardens for their communities. Point out that readers can learn important life lessons by reading about other people's lives.

- Have children think about how they can make a difference in their communities.
- Have them illustrate a picture that shows a park they feel would be an asset to their community.
- Have them write about the qualities and characteristics they envision their park to have and how their park will benefit their community.
- Have them write rules that should be followed at their park.

Set-Up

ORGANIZATION

Have children who prefer to work alone work at their desks. Have children who need support or may be struggling meet in small groups for 10 minutes to talk about ideas for their parks. Remind children to refer back to the texts for visuals and characteristics that made up the parks in both *The Man Who Made Parks* and *City Green*. Provide children with a T-Chart that they can use to record plans for their parks. For example, in Column 1 they may want to write a list of the kinds of things they will include in their park (ponds, playgrounds, walking paths, etc.). In Column 2, they can write how those particular things will benefit the community.

MATERIALS

- text: *The Man Who Made Parks*
- text: *City Green*
- T-Chart graphic organizer
- pencils, crayons, markers
- art paper for illustrative purposes
- old magazines and construction paper as alternatives to drawing
- paper for writing their explanatory texts

BEST PRACTICES

- Provide clear expectations for the children meeting in groups.
- Organize the small groups away from the other children so that they do not disturb the ones working independently.
- Meet briefly with children to talk about their plans for their parks to ensure they are following the directions.

Scaffolded Support

In order for all children to access the Assessment, additional supports can be provided as necessary.

Checklist: Provide a checklist that details expectations for this project. It can give points for each section so children are clear about what to do and what is being assessed.

Illustrative Tasks: Illustrative tasks can be modified for children. Some children may prefer to use magazines, construction paper, or photos from the Internet to build visuals.

Writing Tasks: Writing tasks can be previewed and broken down into smaller steps.

Editing Tasks: After children complete a draft of their explanatory text for their park plans, have them revise three times: once to add details about the descriptions of their parks; once for spelling; and once for punctuation.

Graphic Organizers: Children can use the T-Chart graphic organizer to organize their thoughts about their park plans.

T-Chart

Performance-Based Assessment

Grade 2 • Unit 3 • Module B

Task

Parks for the People

In this unit, you have read texts about people who have made a difference to the people of a city by creating parks for them to enjoy. Refer back to the text, *The Man Who Made Parks*, as you design and write about a park that you would like to create for your city or town. Keep this quote from *The Man Who Made Parks* in mind: “There was no place to escape until a man named Frederick Law Olmsted changed cities forever.”

Design a park, explain the qualities and characteristics of your newly designed park, tell how your park will benefit your community, and write rules for your park.

You will:

- illustrate your newly-designed park.
- write about the qualities and characteristics of your newly designed park.
- write about how your park will benefit the community.
- write rules for your park.
- present your park plans to the class.

Then share your plan and writing with the class as part of a class bulletin board display.

Writing Rubric

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Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Explanations are fully developed and include several details. Four or more rules are written.	Characteristics are stated first followed by benefits and then park rules.	Explanations include several details, explicit benefits to the community, and clearly written rules.	Explicit adjectives describe; terms such as <i>benefits</i> and <i>rules</i> are used as signal words.	Explanations use correct grammar, usage, capitalization, and spelling.
3	Explanations are developed and include details. Three rules are written.	Characteristics are stated first followed by either benefits or park rules.	Explanations include details, benefits to the community, and rules.	Adjectives describe; terms such as <i>benefits</i> and <i>rules</i> may be used as signal words.	Explanations use mostly correct grammar, usage, capitalization, and spelling.
2	Explanations are developed but include few details. One or two rules are written.	Characteristics, benefits, and park rules are included but in no particular order.	Explanations include few details, few benefits to the community, and unclear rules.	Few adjectives are used to describe; terms such as <i>benefits</i> and <i>rules</i> may be used as signal words.	Explanations include some errors in grammar, usage, capitalization, and spelling.
1	Explanations are not developed and include no details. Rules are not written.	Characteristics, benefits, and park rules are not all included and are presented in no particular order.	Explanations include one or two details, the benefits to the community are unclear, and there are no rules.	Adjectives are rarely used to describe; terms such as <i>benefits</i> and <i>rules</i> are not used as signal words.	There are frequent errors in grammar, usage, capitalization, and spelling.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> no response is given child's response is unintelligible, illegible, or completely off-topic 				

Presentation

Classroom Presentation: Parks for the People

Gather and showcase illustrations and plans for children's parks on a bulletin board in the classroom.

Have children make a clean copy of their explanations of their newly designed parks to share their plans with their classmates in a presentation.

- Have children write or type (if available) their explanations of their park plans.
- Have them add any final details to their park illustrations.
- Have children practice their presentations in their small groups before presenting to the whole class.
- After presenting their park plans, have children gather the class's explanatory writing and visuals and decorate a classroom bulletin board with the plans.
- Invite children to title the bulletin board to reflect the topic.

Reflect and Respond

LOOKING AHEAD For children who received a low score (0, 1, or 2) on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessments throughout the school year.

If...children struggle with creating an illustration for their park,
then...remember that providing them with the opportunity to use magazines or photos from the Internet to build visuals may free them up from worrying about their artistic abilities.

If...children struggle to develop descriptive explanations of their parks,
then...remember that providing them with opportunities to use descriptive words in other writing or to identify descriptive words in books they read will help them to transfer their knowledge of descriptive words into their writing. A Word Wall of descriptive words can also be displayed in the classroom.

If... children need extra support to write a list of rules,
then...remember that you can review the classroom or playground list of rules, using them as models for the format of writing rules.

If...children struggle presenting in front of a group,
then...remember that providing them opportunities to present to partners will help them feel more comfortable in front of others.

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Administering the Assessment

The End-of-Unit Assessment consists of two passages, each followed by selected-response Comprehension and Vocabulary questions and a Constructed Response writing prompt. At the end of the test, there is also an Extended Response writing prompt that requires children to draw on information from both passages. Children should complete the test independently unless there is a strong rationale for reading aloud to some children. Use your professional judgment to determine whether reading aloud is necessary.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of children.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none">• First passage, questions, Constructed Response	<ul style="list-style-type: none">• Second passage, questions, Constructed Response• Extended Response	
TWO SESSIONS Option 2	<ul style="list-style-type: none">• First passage, questions, Constructed Response• Second passage, questions, Constructed Response	<ul style="list-style-type: none">• Extended Response	
THREE SESSIONS	<ul style="list-style-type: none">• First passage, questions, Constructed Response	<ul style="list-style-type: none">• Second passage, questions, Constructed Response	<ul style="list-style-type: none">• Extended Response

DURATION The time required for each part of the assessment will vary depending on how long it takes children to read the passages, answer the questions, and write their responses. Some variation may also depend on children’s previous experience with selected-response tests and writing in response to prompts.

PREPARING CHILDREN FOR THE ASSESSMENT Make sure every child has a pencil with an eraser. If children will be completing the Extended Response, make sure that they have access to blank paper. Tell children that they will be taking a test in which they will read passages, answer questions, and complete some short writing activities. If you choose to have children complete the entire assessment in one session, stress that they should read the first passage and complete all of the tasks related to that passage before moving on to the second passage. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT Read aloud the directions for each section of the test to ensure that children understand what to do. Make sure they know that, with the exception of the Extended Response, they must circle their answer choices and write their responses on the test pages. Although the test is intended to be completed independently, you may wish to read aloud the passages and/or questions, depending on the needs of children. Use your professional judgment to determine whether reading aloud is necessary.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind children that good readers go back to the text to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from both passages in the test, they should reread the two passages prior to beginning this section. If they are taking the test over two or three days, this will be especially important.

Administering the Assessment

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require children to answer a question about the passages, while Part B questions typically ask children to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided at the end of this section. Each question is worth 2 points. Children earn 1 point for each part answered correctly.

SCORING THE CONSTRUCTED RESPONSES Each Constructed Response item requires children to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses are provided at the end of this section. Use the 2-point rubrics, which are also provided at the end of this section, to evaluate children's responses to these prompts. Although the criteria provided in the rubrics describe the majority of children's responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

SCORING THE EXTENDED RESPONSE The Extended Response item requires children to write in response to a prompt by drawing on information from both passages in the test. Use the 4-point rubric provided at the end of this section to evaluate children's responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

GENERATING FINAL SCORES AND/OR GRADES If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may combine points from the selected-response and Constructed Response items to determine a Reading grade. Also, you may total the points from the Extended Response to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on children's performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension questions, they may benefit from additional instruction in close reading and finding text-based evidence to support their ideas. If children struggle with the Vocabulary questions, they may benefit from additional instruction in phonics, decoding, word analysis, roots and affixes, word relationships, and using context clues to determine the meanings of unknown words. If children struggle with specific categories on the Constructed Response or Extended Response rubrics, they may benefit from targeted instruction in those particular areas.

Scoring Information

“Abraham Lincoln”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. c
- 1. Part B. b
- 2. Part A. b
- 2. Part B. d
- 3. Part A. a
- 3. Part B. c

Vocabulary

- 1. Part A. d
- 1. Part B. b
- 2. Part A. c
- 2. Part B. b
- 3. Part A. b
- 3. Part B. d

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: The picture shows what Lincoln looked like. The caption tells when he was President and when he died. The paragraphs do not give the same information. The paragraphs give lots of information about Lincoln’s life, but they do not tell what he looked like or when he died.

2-Point Rubric

2	Response correctly identifies the information provided by the image of Lincoln and the caption. Response states that the information provided by the passage is not the same and accurately explains how the information differs using details gathered from the text.
1	Response correctly identifies the information provided by either the image of Lincoln or the caption. Response states that the information provided by the passage is not the same and explains how the information differs using at least one detail gathered from the text.
0	Response does not identify the information provided by the image of Lincoln and the caption or identifies it incorrectly. Response does not state that the information provided by the passage is not the same and does not explain how the information differs.

“Face to Face”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. c
1. Part B. b

2. Part A. b
2. Part B. d

3. Part A. b
3. Part B. d

Vocabulary

1. Part A. a
1. Part B. b

2. Part A. c
2. Part B. d

3. Part A. a
3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: The faces of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln are carved on Mount Rushmore. Washington was the first President and helped our country get started. Jefferson added a lot of land to the country and sent explorers to map it. Lincoln worked to keep the country together during the Civil War. Roosevelt set up national parks for people to enjoy.

2-Point Rubric

2	Response correctly identifies all four Presidents carved on Mount Rushmore. Response accurately explains the accomplishments of all four Presidents using facts and details from the text.
1	Response correctly identifies at least one President carved on Mount Rushmore. Response explains the accomplishments of at least one President using facts and details from the text.
0	Response does not identify the Presidents carved on Mount Rushmore. Response does not explain the accomplishments of the Presidents.

Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response uses text-based facts to explain information that is the same and different in the passages.	Information is organized into two paragraphs, same and different; conclusion explains in detail why both passages discuss Lincoln.	Response introduces the topic and provides detailed explanations of the information that is the same and different in the passages.	Ideas are clearly connected; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response uses at least one text-based fact to explain information that is the same and different in the passages.	Information is organized into two paragraphs, same and different; conclusion explains why at least one passage discusses Lincoln.	Response does not introduce the topic but does provide detailed explanations of the information that is the same and different in the passages.	Ideas are connected; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response does not use text-based facts to explain information that is the same and different in the passages.	Information is organized into paragraphs; conclusion states that the passages discuss Lincoln but does not explain why.	Response does not introduce the topic but does explain information that is the same and different in the passages.	Ideas are connected; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Information is not organized into paragraphs; conclusion does not state that the passages discuss Lincoln or explain why.	Response does not introduce the topic or explain information that is the same and different in the passages.	Ideas are not connected; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of informative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				



Name _____

First Passage

Directions: Read the following passage. Then answer the questions that follow.

Abraham Lincoln

by Delores Malone

Abraham Lincoln was born on February 12, 1809, in Kentucky. When Abraham Lincoln was a boy, everyone called him “Abe.”



Abraham Lincoln was President of the United States from 1861 to 1865. He died a few days after the Civil War ended.

Lincoln on the Farm

Abe’s family moved to Indiana in 1816. He was seven. The family cleared land for a farm. They cut down many trees.

Abe worked very hard on the farm. One of his jobs was cutting wood. He also plowed fields and planted corn. He carried a book wherever he went. When he had time to rest, Abe took the book from his pocket and read.

Lincoln in Illinois

As a young man, Abe worked in a store in New Salem, Illinois. One day, a woman bought some things in the store. After she left, Abe noticed that he hadn’t given her enough money back. Abe walked many miles to give her the money. When



his friends heard this story, they called him “Honest Abe.”

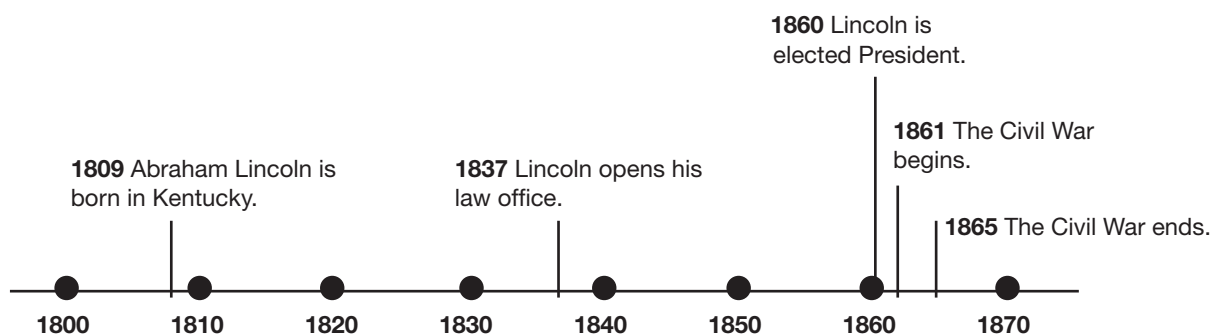
Abe loved to read, tell stories, and make people laugh. Abe studied hard and became a lawyer. Then he opened a law office in Springfield, Illinois. Now people called him “Mr. Lincoln.”

Lincoln as President

Lincoln was elected President in 1860. Now he was called “President Lincoln.” As President, Lincoln had a big problem. People in the North wanted to end slavery. They said that slavery was wrong. People in the South wanted to form their own country and keep slavery. Lincoln wanted to keep the country together.

The Civil War began in 1861. The armies of the North and the South fought each other. Many people died. Lincoln had to find a way to stop the fighting.

The Civil War ended in 1865. Lincoln worked hard to end the war. He wanted to put our country back together. To this day, people remember Lincoln as a wonderful President. They call him “America’s Great President.”





Comprehension

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

What is the author's purpose for writing this passage?

- a. to entertain readers with stories about Lincoln
- b. to explain why Lincoln was elected President
- c. to tell about the life of an important President
- d. to make readers think that Lincoln was great

Part B

How do you know why the author wrote the passage?

- a. The passage says that Lincoln loved to tell stories.
- b. The passage describes Lincoln's whole life.
- c. The passage calls Lincoln a wonderful President.
- d. The passage tells when Lincoln became President.

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.



2. Part A

In what year did Lincoln open a law office in Springfield, Illinois?

- a. 1816
- b. 1837
- c. 1860
- d. 1865

Part B

Where did you find the information to answer Part A?

- a. in the picture caption
- b. under the heading “Lincoln on the Farm”
- c. under the heading “Lincoln in Illinois”
- d. on the time line

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**3. Part A**

Why does the story of Abraham Lincoln's life include information about the Civil War?

- a. Lincoln was President of the United States during the Civil War.
- b. Lincoln fought in the war as a soldier in the army of the South.
- c. Lincoln wanted the North and the South to be different countries.
- d. Lincoln ended the Civil War as soon as he became President.

Part B

Which sentence from the passage helps you answer Part A?

- a. "He studied hard and became a lawyer."
- b. "The armies of the North and the South fought each other."
- c. "Lincoln had to find a way to stop the fighting."
- d. "They call him 'America's Great President.'"

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.



Vocabulary

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

The word “cleared” has many meanings. What is the meaning of “cleared” in the following sentence?

“The family cleared land for a farm.”

- a. became light and sunny
- b. jumped over without touching
- c. made easy to see through
- d. removed something from

Part B

Which sentence from the passage helps you understand the meaning of “cleared”?

- a. “Abe’s family moved to Indiana in 1816.”
- b. “They cut down many trees.”
- c. “Abe worked hard on the farm.”
- d. “He also plowed fields and planted corn.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.



2. Part A

“When his friends heard this story, they called him ‘Honest Abe.’” What does the word “honest” mean in this sentence?

- a. shy
- b. wise
- c. fair
- d. funny

Part B

Which detail helps you understand what “honest” means?

- a. Lincoln read books whenever he had the chance.
- b. Lincoln walked very far to return money to a woman.
- c. Lincoln studied hard so he could become a lawyer.
- d. Lincoln loved to tell stories and make people laugh.

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

**3. Part A**

The word “great” has many meanings. What is the meaning of “Great” in this sentence?

“They call him ‘America’s Great President.’”

- a. large
- b. excellent
- c. old
- d. main

Part B

Which sentence from the passage gives a clue to the meaning of “great”?

- a. “When his friends heard this story, they called him ‘Honest Abe.’”
- b. “Lincoln was elected President in 1860.”
- c. “Lincoln worked hard to end the war.”
- d. “To this day, people remember Lincoln as a wonderful President.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.



Directions: Look at the picture and read its caption. Then answer these questions in complete sentences.

[illegible]

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **Writing 2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **Writing 8.** Recall information from experiences or gather information from provided sources to answer a question.



Name _____

Second Passage

Directions: Read the following passage. Then answer the questions that follow.

Face to Face

Our nation has had many great Presidents. In South Dakota, you can come face to face with four of them. Their faces are carved in stone at Mount Rushmore!



Workers spent 14 years carving Mount Rushmore.

Carving Mount Rushmore

Gutzon Borglum was the artist who designed the Mount Rushmore carvings. He planned to cut the faces of four important Presidents into the mountain. First, however, Borglum made a small model.

In 1927, workers began carving the mountain, following Borglum's plan. They used dynamite and tools to carve the faces. They blasted away stone with the dynamite. They continued forming the faces with tools.

Faces on a Mountain

By 1941, four huge faces were carved: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. Each face is almost six stories tall. That is about 60 feet high.



George Washington

Mount Rushmore reminds us of our country's first 150 years. Washington became our first President in 1789. He helped start our country.

Thomas Jefferson

Jefferson became President in 1801. He bought more land for the United States. This land in the west made our country bigger. Jefferson sent people to explore the land. They made maps. They learned a lot about the land. They helped Americans learn about it too.

Abraham Lincoln

Lincoln became President in 1861. He was President during the Civil War. This was a very hard time for the country, but Lincoln kept the country together.

Theodore Roosevelt

Roosevelt became President in 1901. He set up many national parks. He wanted to conserve America's beautiful places. He wanted to keep them beautiful so Americans could always enjoy them.

Visitors to Mount Rushmore see great stone carvings. They enjoy nature's beauty too. Mount Rushmore is a national treasure.



Comprehension

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

What is the main idea of the passage?

- a. Every year many people visit South Dakota to see Mount Rushmore.
- b. Carving four faces on Mount Rushmore took workers a long time.
- c. Mount Rushmore was carved in honor of great American leaders.
- d. Workers used dynamite to help shape the faces they were carving.

Part B

Which detail from the passage best helps you answer Part A?

- a. “Gutzon Borglum was the artist who designed the Mount Rushmore carvings.”
- b. “He planned to cut the faces of four important Presidents into the mountain.”
- c. “Visitors to Mount Rushmore see great stone carvings.”
- d. “They used dynamite and tools to carve the faces.”

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how to* demonstrate understanding of key details in a text. **Informational Text 2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.



2. Part A

What is an important thing President Jefferson did?

- a. He was the first President of the country.
- b. He added a lot of land to the United States.
- c. He led the country during the Civil War.
- d. He set up national parks for people to enjoy.

Part B

Under which heading did you find the answer to Part A?

- a. “Carving Mount Rushmore”
- b. “Faces on a Mountain”
- c. “George Washington ”
- d. “Thomas Jefferson”

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. **Informational Text 5.** Know and use various text features (e.g., captions, bold print, *subheadings*, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.



3. Part A

How long did it take workers to carve Mount Rushmore?

- a. 4 years
- b. 14 years
- c. 60 years
- d. 150 years

Part B

Where did you find the answer to Part A?

- a. under the heading “Faces on a Mountain”
- b. in the title
- c. in the picture
- d. in the picture caption

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. **Informational Text 5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.



Vocabulary

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

What is the meaning of the word “carved” in this sentence?

“Their faces are carved in stone at Mount Rushmore!”

- a. made by removing stone
- b. glued to rocks and stone
- c. built on top of a stone
- d. drawn on a large rock

Part B

Which sentence from the passage helps you understand the meaning of “carved”?

- a. “Gutzon Borglum was the artist who designed the Mount Rushmore carvings.”
- b. “He planned to cut the faces of four important Presidents into the mountain.”
- c. “First, however, Borglum made a small model.”
- d. “They continued forming the faces with tools.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on grade 2 reading and content*, choosing flexibly from an array of strategies.



2. Part A

The word “stories” has different meanings. What is the meaning of “stories” in this sentence?

“Each face is almost six stories tall.”

- a. newspaper articles
- b. written tales
- c. floors of a building
- d. facts about someone

Part B

Which word from this sentence provides a clue to the meaning of the word “stories”?

“Each face is almost six stories tall.”

- a. face
- b. almost
- c. six
- d. tall

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. **Language 4.a.** Use sentence-level context as a clue to the meaning of a word or phrase.



3. Part A

What does “conserve” mean in this sentence?

“He wanted to conserve America’s beautiful places.”

- a. save from any harm
- b. let people build on
- c. sell at a high price
- d. give to the states

Part B

Which sentence from the passage helps you understand the meaning of “conserve”?

- a. “Mount Rushmore reminds us of our country’s first 150 years.”
- b. “Roosevelt became President in 1901.”
- c. “He wanted to keep them beautiful so Americans could always enjoy them.”
- d. “Visitors to Mount Rushmore see great stone carvings.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.



Extended Response

You have read two passages about building ideas.

- “Abraham Lincoln”
- “Face to Face”

Both passages tell about Abraham Lincoln. What information about Lincoln is the same in both passages? What information about Lincoln is different in the passages? Why is Lincoln talked about in both passages?

On a separate sheet of paper, write an essay with two paragraphs to answer these questions. In your essay, be sure to:

- Use information from both passages
- Begin your essay by introducing the topic
- In the first paragraph, tell what information is the same in both passages
- In the second paragraph, explain how the information is different
- End your essay with a concluding sentence that explains why Lincoln is talked about in both passages
- Check your essay for proper grammar, usage, spelling, capitalization, and punctuation.

COMMON CORE LEARNING STANDARDS

Writing 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Think-Pair-Share/Paired Discussion

RATIONALE

TEAM TALK Think-Pair-Share provides a structure for pairs of students to think and talk together. The name aptly describes the stages of students' participation:

- **THINKING**—Students have time to think about something they read.
- **PAIRING**—Students take turns expressing key ideas with a partner.
- **SHARING**—Students present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all students are allotted “think time,” which reduces the problems presented by the quiet student or the over-eager student. Pairing students gives each student an opportunity to use text-related language to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, students are prepared to present their formulated and rehearsed ideas to a group.

The Think-Pair-Share routine provides students with structured support as they engage in rich, rigorous text-reliant conversations. By asking students thought-provoking questions about the text, students are involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- *What does the author want you to know? What part of the text helps you understand that? What's the author's purpose? What text evidence supports that purpose?*
- *How does the main character react to this challenge? What part of the text helps you understand the character's response?*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with Think-Pair-Share/Paired Discussion routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with evidence from the text. Model how you use evidence from the text to formulate your response. For example, “*On page 10, the text says _____. This tells me that ____.*”

- Describe how you use key vocabulary from the text in your response. For example, “*I know that Mama is in a hurry to get ready for the party because on page 15 the author uses the phrase bustled around to describe Mama's actions.*”
- Teach students how to use language to respond to the views expressed by other students. For example, “*I agree with _____ and would like to add _____. I disagree with _____ because the text states ____.*”

Practice by posing questions on familiar, non-threatening, non-academic topics, such as what students enjoy doing outside of school. Guide students in following each part of the Think-Pair-Share/Paired Discussion routine. Give them a minute or two to think; then let them know it's time to share. When students get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more students as they feel ready to participate.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Incorporate paraphrasing into the routine. Provide time for partners to repeat back what they each said. You may want students to write a few sentences that paraphrase what their partner said. Later, during the sharing stage, ask students to present their partner's ideas by paraphrasing.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections (*I agree with what you said about ...*) as well as make comparisons (*I understand your point about _____, but I think ...*)
- At the end of the partner conversation, give students one minute to write their reflections on the discussion they had with their partner. Have students reflect on ways the discussion helped them to better understand the text.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RI.2.1; CCLS.ELA.SL.2.4

THE ROUTINE

- 1 Introduce Think-Pair-Share/Paired Discussion to students.
In your head, consider your thoughts about a question I ask. When I signal it's time to pair up, you'll get together with a partner and exchange ideas. I'll give you a reminder to make sure each partner has a chance to contribute. Then, pairs can volunteer to present their ideas to the class.
- 2 Pair students in random pairs, classmates sitting nearby, or in ability-focused pairs.
- 3 For successful conversation between partners, have students sit in close proximity to one another and engage in eye contact with each other. Remind students that they should attend closely to what their partner is saying.
- 4 Pose an open-ended question to facilitate an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure students find text evidence to support their answers.
- 5 Invite pairs to take turns responding to the question. Encourage students to respond to their partners by saying, *"I agree with you and would like to add _____. I disagree with you because the text states _____. I believe the author is trying to tell readers _____ because the text says _____."*
- 6 After a minute or so, remind students to make sure each partner has had a chance to contribute. You might say, *"Now's a good time to make sure each partner has shared an idea."*
- 7 Monitor student conversations by listening in briefly to their conversation. If students aren't engaged in rich discussion, offer prompts to refocus their attention or bring them back to the text to find evidence to support their answers. For example, *"Explain what you mean using different words;"* or *"Find the words the author used to describe that historical event."*
- 8 When pairs have had ample time to explore the question, have partners choose a spokesperson. Briefly have the spokesperson rehearse what they will share with the class. You may ask them to write down what they will share. Then invite volunteers to present their pair's ideas to the class. Keep track of the students who act as spokespeople, encouraging different students to act as spokesperson with each pairing activity.

Whole Class Discussion

RATIONALE

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text also provide opportunities for students to expand their oral vocabulary and practice language structures that are more complex than those structures they come across in their reading. By engaging students in a Whole Class Discussion, students interact socially while responding to and building upon each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Students can gain a deeper understanding of the text and clear up any confusion they may have had about the text. Discussions with the whole class can also lead to new understandings that may not have surfaced without the contributions of many students to the discussion.

The Whole Class Discussion routine is an effective tool to use after reading a text, or portion of a text, with students. It is appropriate to use following a reading of the text for the first time or as follow-up to a close reading exercise. This discussion helps students clarify their text understandings. Here are some engaging questioning examples:

- *What did you learn about in today's reading? Did this learning lead to a new understanding? Find text evidence that confirms that new understanding.*
- *What questions do you still have about the text? What part of the text caused confusion for you? How did you clear up your confusion?*
- *How might you sum up what we read today? What part of today's reading did you find most interesting/entertaining/thought-provoking?*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Whole Class Discussion routine:

- Set a time limit for the class discussion and for individuals who add their thoughts.
- State a specific discussion focus to help students concentrate on the topic. For example, *"Harry and Sasha had a disagreement. Why did they disagree?"* If students get off topic, restate the focus and ask them to consider how their response relates to this focus.
- Remind children of appropriate discussion manners, such as: listen carefully to others, do not interrupt others, and be positive about what classmates add to the discussion.

- Teach students how to refer back to the text as they add to the discussions. For example, *"Templeton did not care about Wilbur. On page 90, Templeton expressed his disinterest in helping Charlotte by saying 'Let him die. I should worry.'"*
- Teach students how to use language to respond to the views expressed by other classmates. For example, *"I agree with you. I think that ____;"* or *"I don't agree with you. I think that ____ because the text says ____."*

Practice by engaging students in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to short five-minute discussions.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Ask students to restate and add on to what the previous participant said. This encourages students to listen actively to what their classmates are saying and make connections between their response and their classmates' responses.
- Encourage higher-level thinking by asking students follow-up questions to their responses. For example, *"That's an interesting point. Can you explain that a bit further?"*
- At the end of the discussion, have students turn to a classmate and share one new idea they came away with from the discussion. For example, *"I didn't understand why Timmy was so upset over losing the baseball card. However, after Mark explained that the card was of the first African American baseball player, I understood Timmy's reaction better."*
- At the end of the Whole Class Discussion, have students write one new idea they came away with from the discussion. You might also have them write a reflection on how the conversation helped them better understand the text.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RI.2.1; CCLS.ELA.SL.2.4

THE ROUTINE

- 1 Introduce the Whole Class Discussion to students.
We are going to talk about this book together. Let's focus on _____. If you have something to add to our conversation, raise your hand. Listen carefully to what your classmates say so when you add to our discussion, you add new ideas.
- 2 State the focus of the discussion and any time parameters you have set, such as *"We're going to talk about this for the next 10 minutes."*
- 3 Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Remind students to find text evidence that supports their responses. Give students a few moments to find text evidence to support their responses before they add to the discussion. They may flag this text evidence or make notes of it. Remind students to wait for others to finish talking before they jump in to talk. Encourage students to build on previous responses by classmates as well.
- 4 As students take turns responding to the discussion question, remind them to think first about the question and then consider whether their response is appropriate.
- 5 As students add to the class discussion, act as moderator rather than leader.
 - Ask for more information after a response. This helps students develop their contributions fully. For example, *"Give another reason or two to support your thinking."*
 - Ask students to find text evidence that substantiates their response. For example, *"What part of the text helps you to understand the main idea?"* This helps students internalize the text and understand the importance of text evidence to support their responses.
 - If students provide an opinion, ask other students to share their own opinions in response. For example, *"How does your opinion compare to Lee's opinion?"* Encourage students to support their opinions with valid reasons.
- 6 Before ending the conversation, invite students who have not participated to add their thoughts. You might say, *"We have just a few minutes left. If you have not shared your thoughts about this question, consider sharing them now with us. You may help your classmates understand something new."*
- 7 As you wrap up the discussion, ask a volunteer to summarize one or two of the most important points discussed. Students will more likely cement new or revised understandings about the text when wrapping up the conversation in this way.

Small Group Discussion

RATIONALE

Small Group Discussion provides a supportive and safe structure for groups of 3-6 students. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about text. Students interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help students clarify or clear up understandings of the text. These discussions allow students to unpack text specifics, looking at genre, text structure, and how a writer writes. Example questions to engage students in text-based discussions include:

- *What words or phrases help you understand the author's purpose for writing this text?*
- *What part of the text helps you understand the character's reaction to an event?*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Small Group Discussion routine:

- State a clear focus for the Small Group Discussion. For example, *"How does the author help readers understand the relationships between the characters?"*
- Remind students to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, *"On page 7, Martin calmly walked away after his baby sister pulled his hair. His reaction helps me know that he understands what it means to be a good big brother."*
- Teach students how to use language to respond to others' views. For example, *"I agree with you. I think that ____."* or *"I don't agree with you because I think that ____."*

Engage students in Small Group Discussions often. Discussions may revolve around subject matters, classroom management, or literature. Provide feedback as students participate.

GOING DEEPER

These additional activities may be done with students once they are familiar with the routine.

- As students discuss the text, have the Fact Checker flag text evidence. The Summarizer can use this flagged evidence in a group summary.
- Provide the Elaborator with a list of questions that will encourage higher-level thinking. For example, *"That's an interesting point. What made you think that?"* *"Can you explain your thoughts in more detail?"*
- At the end of the Small Group Discussion, have individuals write one new idea they came away with from the discussion.

COMMON CORE CONNECTIONS
CCLS.ELA.SL.2.4

THE ROUTINE

- 1 Introduce the Small Group Discussion to students.
As you discuss the text in your group, each of you has a role to play besides sharing your own thoughts about the text.
- 2 Organize students into groups of 3-6. Grouping can be in the form of ability grouping, interest grouping, or random grouping. Decide what works best for the task and your students.
- 3 For successful Small Group Discussions, have students sit in a circle so that all members of the group can both see and hear each other.
- 4 Introduce Small Group Discussion roles. These roles encourage all students to be active participants in the group. Group roles may include:
 - **Group Organizer:** introduces the task and keeps the group on target
 - **Fact Checker:** returns to the text to confirm or clarify text evidence
 - **Clarifier:** restates what a group member has said to clarify and confirm
 - **Elaborator:** asks follow-up questions after someone shares a response
 - **Summarizer:** wraps up the group conversation
 - **Reporter:** reports to the class about the overall group discussion

For smaller groups, the Summarizer and Reporter roles could be combined, and/or the Clarifier and Elaborator roles could be combined.
- 5 Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind students to return to find supporting text evidence. Tasks may include thinking about a text through a graphic organizer. Suggestions are found in the teaching lessons.
- 6 State any parameters you have set, such as *“Talk in your groups for the next 15 minutes.”*
- 7 As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *“I agree with you. I thought something similar when _____. I don’t agree with you because I remember reading _____.”*
- 8 Stop by each group briefly to monitor students’ conversations. If students aren’t engaged in rich discussion, offer prompts to encourage deeper conversations. Examples: *Explain your thoughts more. Find words used to describe what the character is thinking.*
- 9 As the end of the allotted time nears, remind students of the task. You might say, *“In these last few minutes, the Summarizer and the Reporter should work on the group’s summary and what you will report to the class.”* Encourage the Reporter to rehearse what he will say.

Read Aloud

RATIONALE

Read Aloud opportunities provide students with the chance to listen to a proficient reader model fluent reading. When students have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes much easier with the guidance of the proficient reader. Students are freed to listen and take in new vocabulary that goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how to navigate through a variety of texts, such as understanding connections between story events or returning to sidebars after reading the main text.

The Read Aloud routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as attending to text features or plot development. For those individual students who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan your places for interjections carefully so as to not disrupt the flow of the overall reading. Consider these points when planning for a Read Aloud:

- What is my focus for this Read Aloud, for example, enjoyment, subject content, character development, text structure?
- What points in the text provide for the most natural stopping points to briefly discuss?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Read Aloud routine:

- State a clear focus for the Read Aloud. For example, *“As I read, listen for ways the events in the book connect to one another.”*
- Remind students that their primary role is to listen carefully to the text being read aloud.
- Model how to refer back to the text as you stop for brief conversations during the Read Aloud. For example, *“I thought Mom’s description of the iguana being uglier than Godzilla was funny. Godzilla was a super ugly monster-type dinosaur in old movies.”*

- Describe how key vocabulary deepens your understanding of the text. For example, *“I am glad the author explained what an estancia is. I have heard the term ranch used to describe a farm in the United States but the word estancia was unfamiliar to me prior to reading this text.”*
- As students respond to the text, model how to use language to respond politely to others’ views. For example, *“I agree with you. I think that ____.”* or *“I don’t agree with you because I think that ____.”*

Engage students in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading aloud a poem to begin or end the school day or as long as 20 minutes to engage in a rich piece of literature.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Encourage higher-level thinking by asking students to share their own open-ended questions about the text. This allows you to see where comprehension is breaking down. Their questions may also lead others to think more deeply about the text.
- At the end of the end of a Read Aloud, ask students to reflect on the reading by having them write briefly about the text. Suggestions for this appear in the teaching lessons.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.10

THE ROUTINE

- 1 Introduce the Read Aloud routine to students.
As I read aloud to you, listen carefully for moments when we see the main character react to challenges. I'll stop on occasion for us to talk about what I've read.
- 2 Gather the group in a comfortable, intimate setting. If possible, gather where students can partake in the visual aspects of the text as well as hear you easily.
- 3 Before reading the text aloud, explore the text with students. Provide a synopsis of the text. Share the genre. Give students knowledge that they may need to understand before hearing the text read to them, such as *"This book tells the story of Theodore Roosevelt's life. The author starts the story when he is president. Then the text goes back in time to his childhood before we learn more about his life as president."* Suggestions for exploring the text are found in the teaching lessons.
- 4 During the Read Aloud, stop briefly to monitor students' understandings of the text. Engage students in brief conversations, such as *"What new understanding do you have about Johnny Appleseed?"* You may also model aloud your own thinking. For example, *"I love how the author painted the description of the barnyard. The details about the barn's swing made me want to join in the fun that Avery and Fern were having."*
- 5 After completing the Read Aloud, give students an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *"How did the main character change from the beginning of the story to the end? What parts of the text showed the most change in the character?"* or *"What steps did we learn for creating a budget?"* Ask questions to confirm understanding and model how to clarify understanding. For example, *"I wasn't sure what the character meant when he said that a dragon had moved into the neighborhood. I had to think about what I had just read. Then I understood that he was referring to the fierce wind that blew."*

Shared Reading/Read Together

RATIONALE

The Shared Reading/Read Together routine provides students with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing students with some responsibility while they continue to receive support from a proficient reader. Through Shared Reading/Read Together opportunities, the teacher's role is to support students as they engage with the text. The students' role is to continue to build fluency in both word recognition and text navigation, to gain meaning from the text, and to build their knowledge base.

The Shared Reading/Read Together routine is an effective tool to use in a whole class or small group setting. The text is usually familiar to students but provides some challenges for them to navigate. The familiarity provides comfort to readers as they tackle these text challenges with greater responsibility. As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will students play in the reading? Will they read silently as you read aloud? Will they read aloud with you? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Shared Reading/Read Together routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *"As we read together, look for ways in which the experiences of different pioneers were similar to each other."*
- Remind students that they are sharing responsibilities in reading the text with you. Explain that they can follow your lead when they are confronted with text challenges.
- As you stop for brief conversations during the Shared Reading/Read Together experience, ask students to model referring back to the text to support their responses.
- Encourage students to use key vocabulary as they share their understandings of the text. Students build their oral vocabulary when they transfer text vocabulary into oral conversations.

- As students respond to the text and to their peers' responses about the text, remind them to state their opinions and support their opinions with reasons and text evidence.

Engage students in Shared Reading/Read Together opportunities during all subject matter lessons. For example, when doing a close reading of a familiar piece of literature, students share the responsibility of comprehending text at an inferential level with you, the proficient reader. When revisiting a science text, students navigate text features with you, solidifying their understandings of the subject matter.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Have students add sticky notes to sections of text they want to return to for discussions. When given a reading focus ahead of time, they can flag sections of relevant text.
- Pause briefly during the reading to have students write quick one-minute reflections instead of sharing aloud. This allows students time to engage in quiet thinking.
- At the conclusion of a Shared Reading/Read Together lesson, ask students to share reflections about the text, how they navigated the text, how they overcame challenges to gain deeper understanding, and what they took from the experience to use in future reading or writing opportunities. See the teaching lessons for more suggestions.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.10

THE ROUTINE

- 1 Introduce the Shared Reading/Read Together routine. For example:
We're going to read this text together. As we read, your role will be to follow along and help me read the dialogue with expression. As we read, let's look for words or phrases the author uses to develop characters.
- 2 You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3 During Shared Reading/Read Together experiences, stop briefly to monitor students' understandings of the text. Engage students in brief conversations, such as *"What stumbling blocks have you hit? What helped you work through those challenges?"* Ask volunteers to model their own thinking aloud. When students think aloud about their processes for overcoming text challenges, they solidify their understandings. These think-alouds also allow you to assess students' use of reading strategies along with contextual understandings.
- 4 After completing the Shared Reading/Read Together, ask volunteers to summarize the reading. Then ask open-ended questions that refer students back to the focus for the reading, such as plot development. Remind students to support their responses with text evidence.

Independent Reading

RATIONALE

Independent Reading is reading students do on their own. Most often Independent Reading is done with self-selected texts at a student's independent reading level. Independent Reading provides practice in word recognition, word decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Students practice these things with text that they can access with great accuracy.

Having an Independent Reading routine in your classroom is essential. Read Aloud and Shared Reading opportunities pave the way for students to take full control during Independent Reading. Students see models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading routine is an effective tool to use after students have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The text students read during Independent Reading is often chosen by the student. The teacher's role is to guide students in choosing appropriate texts in a variety of genres to read and to assess that students are understanding what they read on their own.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Independent Reading routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 20 minutes of reading time devoted to students reading independently.
- State a clear focus. For example, *"As you read your narrative texts, look for ways the author gives clues into the characters' personalities."*
- Remind students that they are reading independently, so it is important for them to find their own space to read quietly.
- Check in periodically with each student. Ask about a reading strategy that you have previously noted he or she needs additional practice with. For example, *"How would you summarize this paragraph/page/chapter?"* As needed, model the strategy using a paragraph of his or her text.
- As students wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share what they read with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking students to share examples from what they read that connect to the focus you provided earlier.

As students engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Ask students to flag parts of the text they found most interesting as they read. These might provide them with ideas for journaling or sharing after reading.
- Have students write book reviews and share them with peers. Knowing a peer recommends a book encourages others to read that same book.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.2; CCLS.ELA.RL.2.3; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.2; CCLS.ELA.RI.2.3; CCLS.ELA.RI.2.10

THE ROUTINE

- 1 Introduce the Independent Reading routine to students. For example:
Independent Reading is your time to choose the books you want to read. Keep in mind that it should be a book that allows you to practice some of the things we have talked about during our Read Aloud and Shared Reading lessons. The book should not be too easy or too hard. When choosing a book, open to a page of text. You should know many or most of the words on the page.
- 2 Have students find a comfortable place to dive into their Independent Reading. Just as we like to read for pleasure in a comfortable place; students want that, too.
- 3 Provide students with a focus for the day's Independent Reading. For example, you might ask all students to focus on how the author transitions readers from one scene to another.
- 4 Check in with individuals as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for students to practice everything they have learned in Read Aloud and Shared Reading experiences. It is not the time for students to become frustrated through significant challenges.
- 5 As you check in with individuals about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include *"In what ways has the author supported your understanding of this topic?"* or *"What is the most important thing you have read so far?"*
- 6 After Independent Reading time, have volunteers share how their reading connected to the focus you provided for Independent Reading that day. Ask all students to reflect on their reading, having them write briefly about what they read. You might also have them write about the strategy that most helped them with their reading. Whatever the task, it is important for students to have time to reflect on their reading.

Text Club

RATIONALE

A Text Club provides a format in which 4–6 students are part of a temporary reading community with their peers. A Text Club allows students to read and discuss different genres. By reading and discussing multiple genres, students develop genre knowledge and build their own genre preferences. As they participate in peer conversations centered around one text, students develop critical and creative thinking skills. These skills carry over to students' independent reading, helping them connect to texts in more thoughtful ways. Students also learn responsibility as they prepare for each club meeting. They also begin to assess their own learning.

As you prepare to implement Text Clubs, consider:

- the reading abilities and interests of students. You will want to gather a set of texts that allows for all readers to be successful at reading.
- modeling thoughtful responses about texts through read aloud and shared text discussions. Students are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce Text Clubs:

- Preview texts by doing a book talk, sharing a summary, author information, or by reading aloud a section of the book to grab readers' attention.
- As students first learn to manage and participate in Text Clubs, use picture books. Then introduce longer texts.
- Assess students' work during Text Club discussions by taking anecdotal notes on how they interact with peers and text. Students can assess their own performance through checklists, journal entries, and conferences with you.

GOING DEEPER

You may choose to do these activities once students are familiar with the routine.

- Have students reflect on Text Club discussions by journaling. They may answer questions such as: *What did I share today? What was the key moment in the discussion? Who did I agree/disagree with? Why?*
- Have students in a Text Club read different books and come together to discuss text features or story elements, literacy skills, or genre/author studies.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.2; CCLS.ELA.RL.2.3; CCLS.ELA.RL.2.4; CCLS.ELA.RL.2.5; CCLS.ELA.RL.2.6;
 CCLS.ELA.RL.2.7; CCLS.ELA.RL.2.9; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.2; CCLS.ELA.RI.2.3;
 CCLS.ELA.RI.2.4; CCLS.ELA.RI.2.5; CCLS.ELA.RI.2.6; CCLS.ELA.RI.2.7; CCLS.ELA.RI.2.8; CCLS.ELA.RI.2.9; CCLS.ELA.RI.2.10

THE ROUTINE

- 1 Introduce students to what a Text Club is.
In your Text Club, everyone reads the text on their own. Then Text Club members will share their thoughts with each other. For example, you may talk about ways the author got his message across to readers. Each of you will have a job to help your Text Club get the most out of your discussion together.
- 2 Introduce and model Text Club roles. Initially, give students the opportunity to practice each role. Eventually, students within each newly formed group will be responsible for deciding who will assume each role. Sample roles include:
 - Discussion Leader:** leads the group discussion and keeps everyone on task
 - Word Wizard:** selects and defines interesting or important vocabulary
 - Connector:** points out text-to-text, text-to-self, text-to-world connections
 - Summarizer:** writes and shares a short text summary
 - Illustrator:** creates a drawing or diagram connected to the reading
 - Investigator:** finds and shares interesting information about the book, author, or topic with the group
- 3 Preview 4–6 texts students may read in Text Clubs. Include a variety of text levels, allowing all students to choose texts they will be successful at reading. Then give students time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have their own copy of the text.
- 4 Students read the text on their own and prepare for the Text Club meetings. Students may have multiple reading assignments over a period of a week or two along with multiple Text Club meetings as they read longer text. Depending on their roles, students may have additional work to do ahead of time, for example, the Discussion Leader may want to write questions to discuss as a group.
- 5 Students meet and discuss what they've read. Meet with each group to assess comprehension of the text. If need be, prompt discussions with questions, such as *"How did this text help you understand a new point of view?"* or *"In what ways did the author foreshadow what occurred in this chapter?"*
- 6 After Text Club discussions, have students decide how they want to share the text with the class. For example, they may choose to give a summary, share facts they learned, or talk about the author's craft.
- 7 Debrief with each Text Club to assess how the group felt about the discussions they had. Ask them to rate their discussions with a 3-Star rating system. Have them share their reasons for the rating.

Text-Based Vocabulary Routine: Informational

RATIONALE

Informational texts provide opportunities for students to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. Because the number of words in English is enormous, and all words cannot be taught, it is imperative to both explicitly teach needed vocabulary for understanding text, and provide students with a set of strategies for determining word and phrase meaning independently as they encounter them in texts. As students build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words, as well as learn to derive meaning from text information, such as pictures, charts, and context to understand the meaning of key words and phrases.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms. They are less able to use their own background knowledge of similar words to help comprehend such specific text. It is important to provide students with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.

When planning Text-Based Vocabulary lessons for informational text, consider providing:

- opportunities for students to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about gravity, students will better understand the words *gravity*, *mass*, and *weight* if they experiment with objects being dropped to the floor. These actions as well as ensuing conversations will lead to better understanding and correct usage of these terms in oral language.
- rigorous vocabulary instruction to help students expand their domain-specific vocabularies.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Text-Based Vocabulary routine:

- Point to the word and say it aloud, and then read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a dictionary.
- Create a semantic map of the word so that students see the connections between the word and related words. Have students use the map to create sentences and internalize the word.

As students engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words students know, the more words they can read and understand in texts and use in their writing. In addition, the more students know about how words work in texts, the more they will be able to comprehend complex content-area texts.

GOING DEEPER

You may choose to do these additional activities once students are familiar with the routine.

- As you read an informational text, sort specialized words by semantic features. Semantic feature analysis can look at how words are put together with prefixes, root words, and suffixes, or words can be analyzed through other features. For example, if looking at specialized vocabulary relating to animals, students might sort the animals based on their characteristics, such as mammal, amphibian, bird, herbivore, carnivore, and omnivore.
- Have students create concept definition maps. They define the vocabulary word, tell what it is like, and give examples. For instance, a pioneer is "one of the first to settle in an area." A pioneer is like an explorer, settler, or adventurer. Examples include Laura Ingalls Wilder and John Sutter.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.4; CCLS.ELA.RI.2.4; CCLS.ELA.L.2.4; CCLS.ELA.L.2.5; CCLS.ELA.L.2.6

THE ROUTINE

- 1 Introduce the Text-Based Vocabulary routine to students. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author provides the meaning of the words right in the text. Other times, we might have to read on to understand what the word means, or we might have to use text features, such as diagrams or charts, in the text to understand the word. Sometimes we have to use all of this information and then “infer” what the word means because we cannot tell explicitly. We can confirm with the dictionary or by asking the teacher.*
- 2 Write or display the sentence or passage containing the word. Say the word aloud. Then use the word in another sentence, providing students with a similar context in which to hear the word used. For example, *“The atmosphere is the layer of air that covers Earth like a blanket”* is found in the text. You might share this sentence: *“Many miles above Earth there is no atmosphere.”*
- 3 If there are context clues to help establish meaning of the word, have students share those. This encourages students to go back into the text to locate these clues. Also, point out to students how vocabulary words relate to other words in the text. For example, when talking about modes of transportation, it is important that students make connections between *subways, trains, and rails.*
- 4 If the word is boldface in the text, have volunteers read the glossary definition aloud. If not, have students look it up in a dictionary. Help students understand more technical definitions.
- 5 Create a semantic map with students. This helps students make connections between the unknown word and known words and/or concepts. Samples of semantic maps can be found online by searching “semantic maps for vocabulary words.”
- 6 Encourage students to use the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so you may assess students’ understanding.

Text-Based Vocabulary Routine: Literary

RATIONALE

In literary texts, students are likely to encounter many new words that they have not read before or have never used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help students understand strategies to address and comprehend new vocabulary as they come upon them in texts. Students need to have a strong foundation in sound-spelling knowledge and develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings of individual words.

In narratives, vocabulary may center around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and are unlikely to appear frequently in other texts. For example, in *Charlotte's Web*, E.B. White describes a spider web in this way: "A spider's web is stronger than it looks. Although it is made of thin, delicate strands, the web is not easily broken." The words *delicate* and *strands* are not likely words students will encounter in many texts or use in conversations. Yet they are important to understanding a spider's web, which is a central part to the plot of *Charlotte's Web*. It is important to address these words so that students understand the text and how to tackle similar unique words in other literary texts.

When planning Text-Based Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that students can apply in their independent reading.
- rigorous vocabulary instruction helps students expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Text-Based Vocabulary routine for Literary texts:

- Have the students pronounce the word orally and then read the paragraph in which the word is found in the text.
- Discuss the word's meaning within the given context. Rephrase the meaning in language that students can understand.

- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Discuss why the author chose that word rather than a synonym. Then have students use the word in a sentence or two that is different from the context in the passage.

As students engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words students know, the more words they can read and understand in text and use in their writing. In addition, the more students know about how words work in texts, the more they will be able to comprehend complex texts.

GOING DEEPER

You may choose to do these additional activities once students are familiar with the routine.

- Have students create graphic organizers, such as a web, to add synonyms or morphological family members of the word. For example, *family*, *familiar*, *unfamiliar*.
- Add vocabulary words to a classroom word wall by categories. Encourage students to notice when others use the vocabulary words in their writing.
- Have students keep a list of figurative phrases in their vocabulary notebook. Discuss similes, metaphors, and personification and have students record examples of each.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.4; CCLS.ELA.RI.2.4; CCLS.ELA.L.2.4; CCLS.ELA.L.2.5; CCLS.ELA.L.2.6

THE ROUTINE

- 1 Introduce the Text-Based Vocabulary routine to students. For example, *As we read narrative text, we will come across many words that we have not seen or heard before. Authors often help us understand those words by giving context clues. Sometimes we need to look more closely at the word and break it into word parts. Sometimes we need to look in a dictionary to define it. Let's look at how words work.*
- 2 Write or display the sentence or passage containing the word. Include a break-down of the word into syllables. Have students pronounce the word and share context clues about its meaning. This brings students back into the text. Help them identify the part of speech.
- 3 Have a volunteer look up the word in a dictionary and read the definition. Help students understand the meaning as it is used in the text to ensure comprehension. For example: *Delicate* can be defined as “having fineness of structure, workmanship, or texture” or as “easily torn or hurt.” The text says, *“Although it is made of thin, delicate strands, the web is not easily broken.”* The words *not easily broken* help students realize that *delicate* is referring to the “fineness of the structure, workmanship, or texture.” You might say that Charlotte’s web is “a fine work of art.”
- 4 Use the word in other ways, for example, *Making a beaded necklace is delicate work.* Then discuss the word in more depth, possibly distinguishing it from words with similar shades of meaning. For example, *Why do you think E.B. White used delicate instead of fragile to explain the strands of a spider’s web?*
- 5 Have students compare and contrast the word with synonyms. How is *dainty* different than *delicate*? How is *fragile* different than *delicate*? How is *extraordinary* different than *delicate*?
- 6 Have students turn to a partner and use the word in a quick one-minute conversation. This will help them become more proficient in using the word.

Reading Wrap-Up

RATIONALE

Reading Wrap-Up is a 5–10 minute concluding activity held at the end of a reading lesson. Students come together as a community of readers and summarize what they have learned during the reading lesson. In Reading Wrap-Up, students are encouraged to make connections between previous learning and new ideas that emerged in today's lesson. Students share their own insights about the text and are encouraged to add on to what their classmates said before them. Students practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to students explain what they have learned in their own words.

As you plan for Reading Wrap-Ups, keep in mind:

- the end goal of the lesson. Prompt students with discussion questions that relate to this end goal.
- the types of questions you prompt students with. Provide opportunities for students to express their opinions, to find text evidence in one section or in more than one section, or to discuss the author's craft.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in meaningful participation in the Reading Wrap-Up.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the wrap-up. For example, *"Let's talk about the structure the author used for sharing his opinion about this topic."*
- Before students share observations in a wrap-up discussion, have them write for a few minutes in their journals about what they read, what questions they still have about the lesson, or any other observations about the activities they completed. This will help students focus their thinking before speaking in front of the group.
- Teach students how to use language to respond to others' views. For example, *I thought so too. I wondered the same thing but then I remembered that _____. I had a different prediction because I thought it was a clue when _____.*

GOING DEEPER

These additional activities may be done with students once they are familiar with the Reading Wrap-Up routine.

- Model ways for students to make connections between texts they have read in class and outside of class. For example, *"The way the main character reacted when he found out his dog was lost reminded me of a newspaper article I read about a family who rescued a lost dog. What connections did you make between this story and the real world?"*
- Have students write down three big ideas from the lesson's reading. Then have each student share one of their big ideas.
- Remind students to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, *"Today we summarized the poem we read. Who can summarize what you learned in science today?"*

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.2; CCLS.ELA.RI.2.1, CCLS.ELA.RI.2.2

THE ROUTINE

- 1 Bring students together for a 5–10 minute wrap-up of the reading lesson.
- 2 Quickly review the lesson objectives and the text read during the lesson.
Today we read a biography. This text told the life story of Theodore Roosevelt. The author helped us understand how he became such an important person in our country's history by giving us details of his childhood through adulthood. Those key details helped us understand the main purpose of the text.
- 3 Pose open-ended questions to prompt meaningful conversation about text read. Begin questions with *who*, *what*, *when*, *where*, *why*, and *how*. For example, *"What is one thing you will share with a family member or friend about what we read today?"* *"How would you summarize what you read today?"* *"Who is your favorite character from the book? Why?"* or *"What new word did you encounter today? How did you learn its meaning?"*
- 4 Encourage students to ask questions about the text or skills taught. If time allows, review, re-teach or make notes to follow up in future lessons.
- 5 You may discuss any reading homework or talk about upcoming texts to be read. For example, *"Tomorrow we will continue reading about Theodore Roosevelt and his life after he was president."*

Writing Wrap-Up

RATIONALE

Writing Wrap-Up is a 5–10 minute concluding activity held at the end of each writing lesson. Students are given time to discuss their writing with their peers as a community of writers. In Writing Wrap-Up, students are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to students talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Ups, keep in mind:

- the format in which students will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the student sharing?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in meaningful participation in the Writing Wrap-Up.

- Be sure to schedule time at the end of a writing lesson for students to make connections between their writing and the text they read and between their writing and classmates' writing. The Writing Wrap-Up is also a time to recall and apply learning and celebrate accomplishments.
- State a clear focus for the wrap-up. For example, *Today we learned about transition words. We used them to show the sequence of events in our new endings. Find places in your writing where you used transition words.* Give students a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking students to provide feedback to their classmates' writing, model for them constructive ways to respond. For example, *"Your use of transition phrases like Just a moment later really helped me to follow what was happening"* or *"Your description of the Grand Canyon helped me understand just how big the canyon is."*

GOING DEEPER

These additional activities may be done with students once they are familiar with the Writing Wrap-Up routine.

- After students have listened to a classmate share her writing, have each student write one question they would like to ask the student author about her writing and add it to a "Question Bowl." The student author can pull three questions from the bowl and answer them. This allows students to engage in constructive conversations.
- Have students engage in reflective writing about their writing. They may do quick self-assessments by writing two things on a sticky note: 1. what they felt they did really well in their writing, and 2. what they will work on the next time they write. They can add these sticky notes to their drafts or in a writing journal.
- Remind students to use what they have learned, noticed, or thought about in today's writing lesson in other parts of the day. For example, *This morning we wrote opinions. Remember to include your opinions on your national park poster so others will want to visit that park.*

COMMON CORE CONNECTIONS
CCLS.ELA.W.2.5; CCLS.ELA.SL.2.1

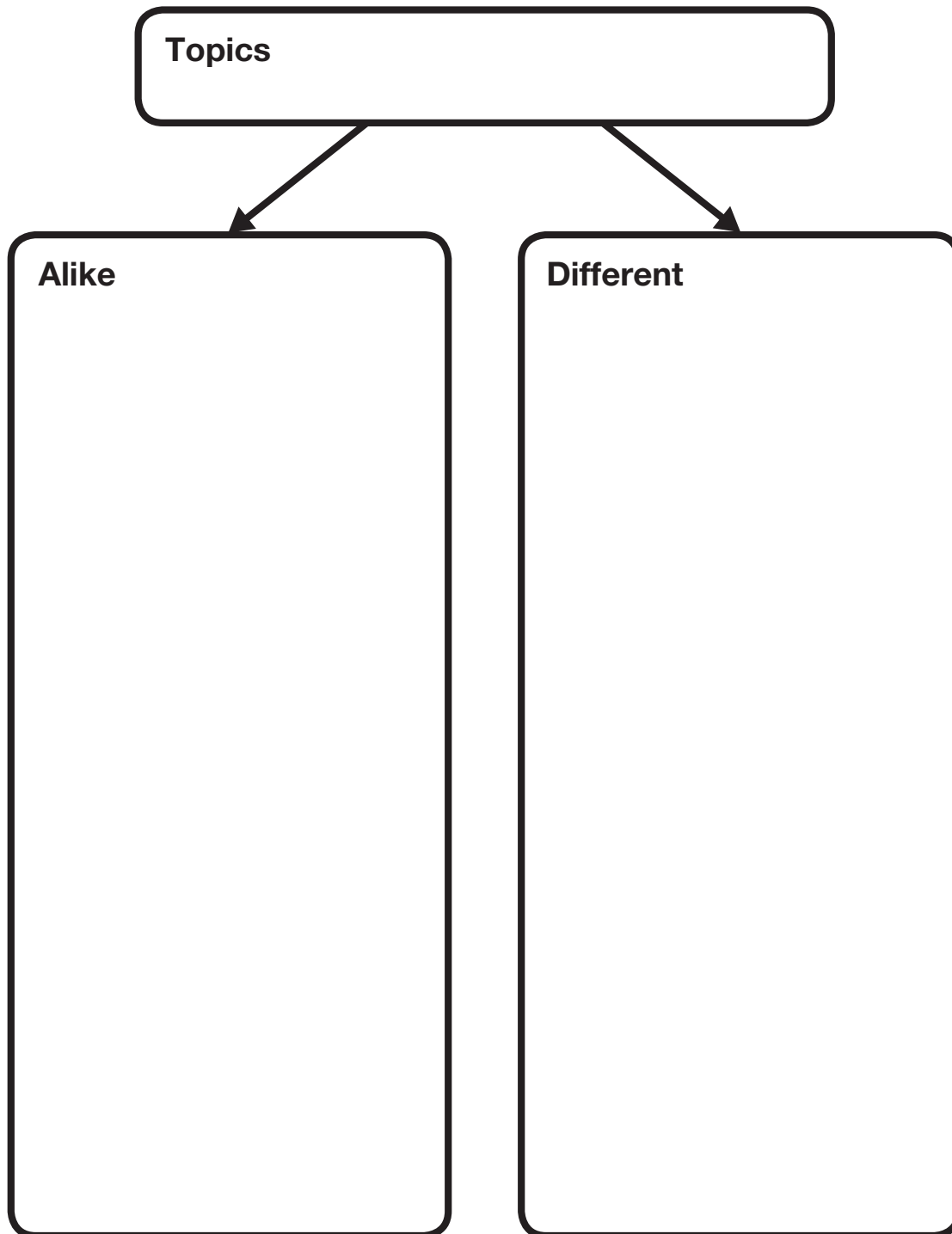
THE ROUTINE

- 1** Bring students together for a 5–10 minute wrap-up of the writing lesson.
- 2** Quickly review the lesson objectives and the writing task. *Today you drafted a new ending for the story. You used details to describe how the main character reacted to the conclusion of the story's problem.*
- 3** Have students share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt students to discuss writing in thoughtful ways by suggesting open-ended questions, such as *"How did you use the text we read today to help you with your writing?"* or *"What did you learn about writing today that you can use again?"*
- 4** Discuss any questions students have about the writing skills they have learned. If time allows to review or re-teach, do so, or make notes to review in future lessons.
- 5** Discuss any homework or preview what students will learn in the next writing lesson. For example, *"Tomorrow we will revise our endings, adding details to the character's response to the story's conclusion."*

Cause and Effect

Causes	Effects
<div>Why did it happen?</div>	<div>What happened?</div>
<div>Why did it happen?</div>	<div>What happened?</div>
<div>Why did it happen?</div>	<div>What happened?</div>

Compare and Contrast

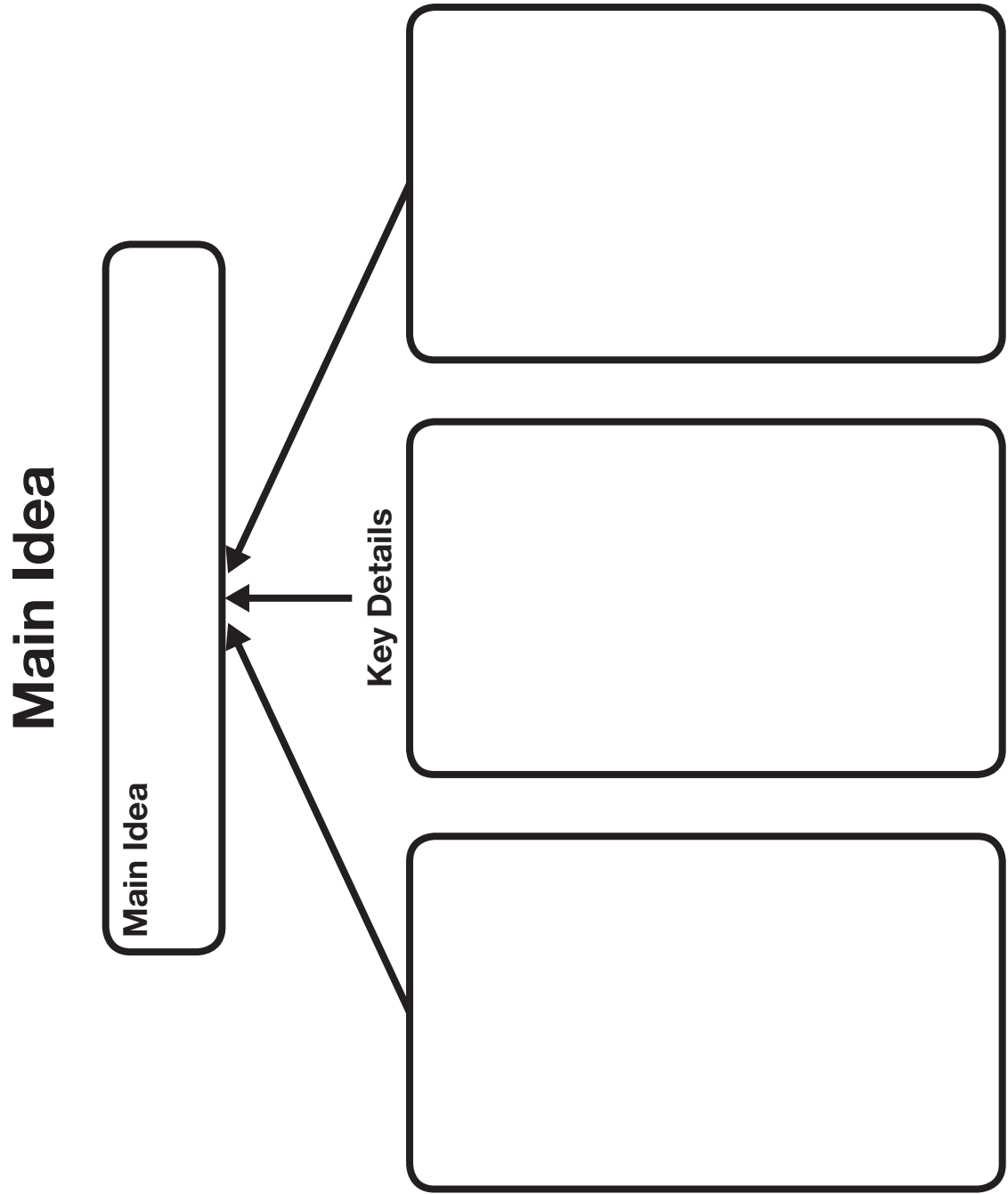


Four-Column Chart

K-W-L Chart

Topic _____

What We K now	What We W ant to Know	What We L earned



Story Sequence A

Title _____

Beginning



Middle



End



Story Sequence B

Title	
Characters	Setting

↓

Events 1. First	
--------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

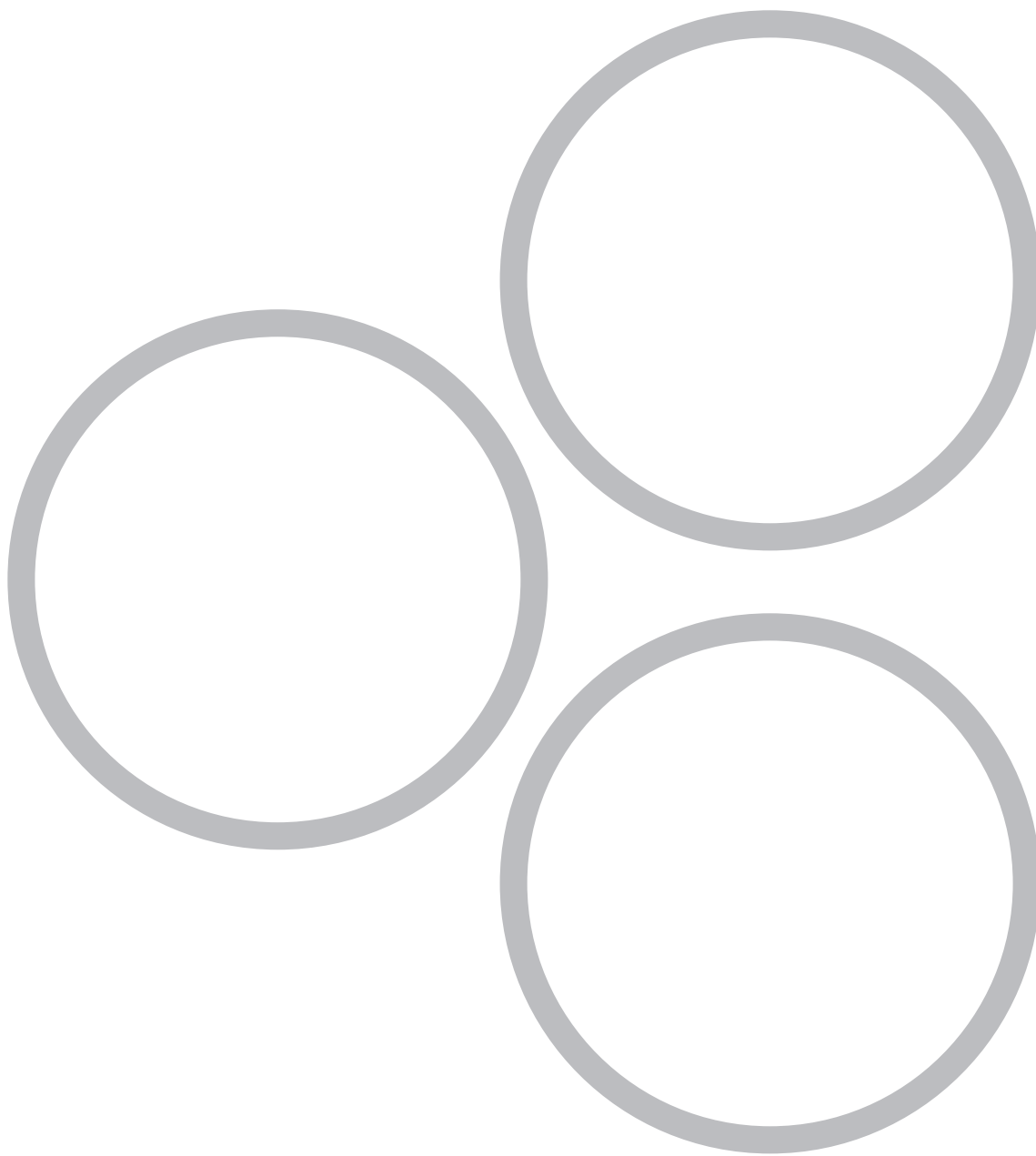
T-Chart

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Three-Column Chart

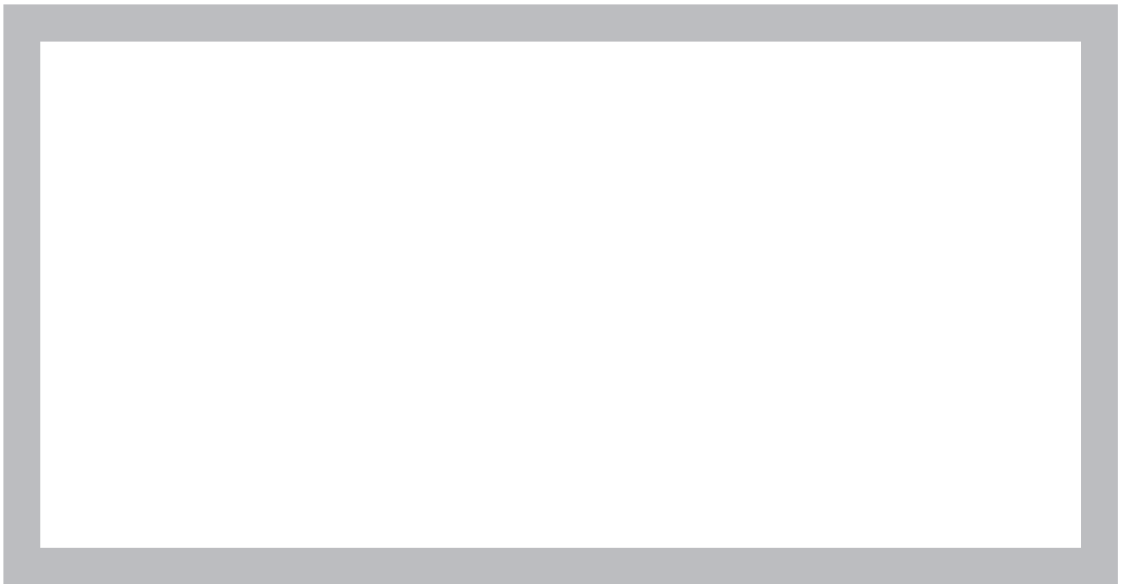
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Three Sorting Circles

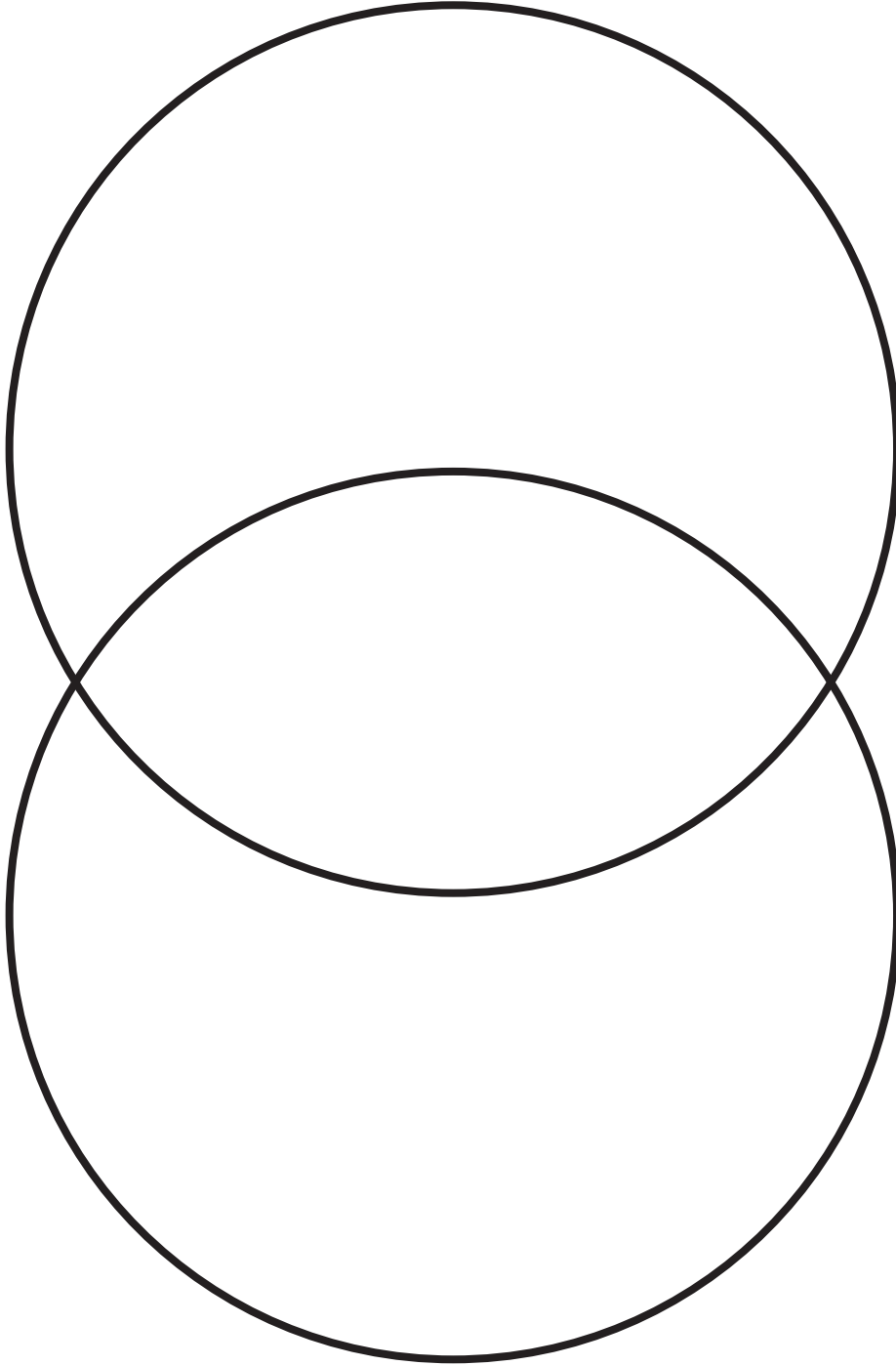


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Two Sorting Boxes

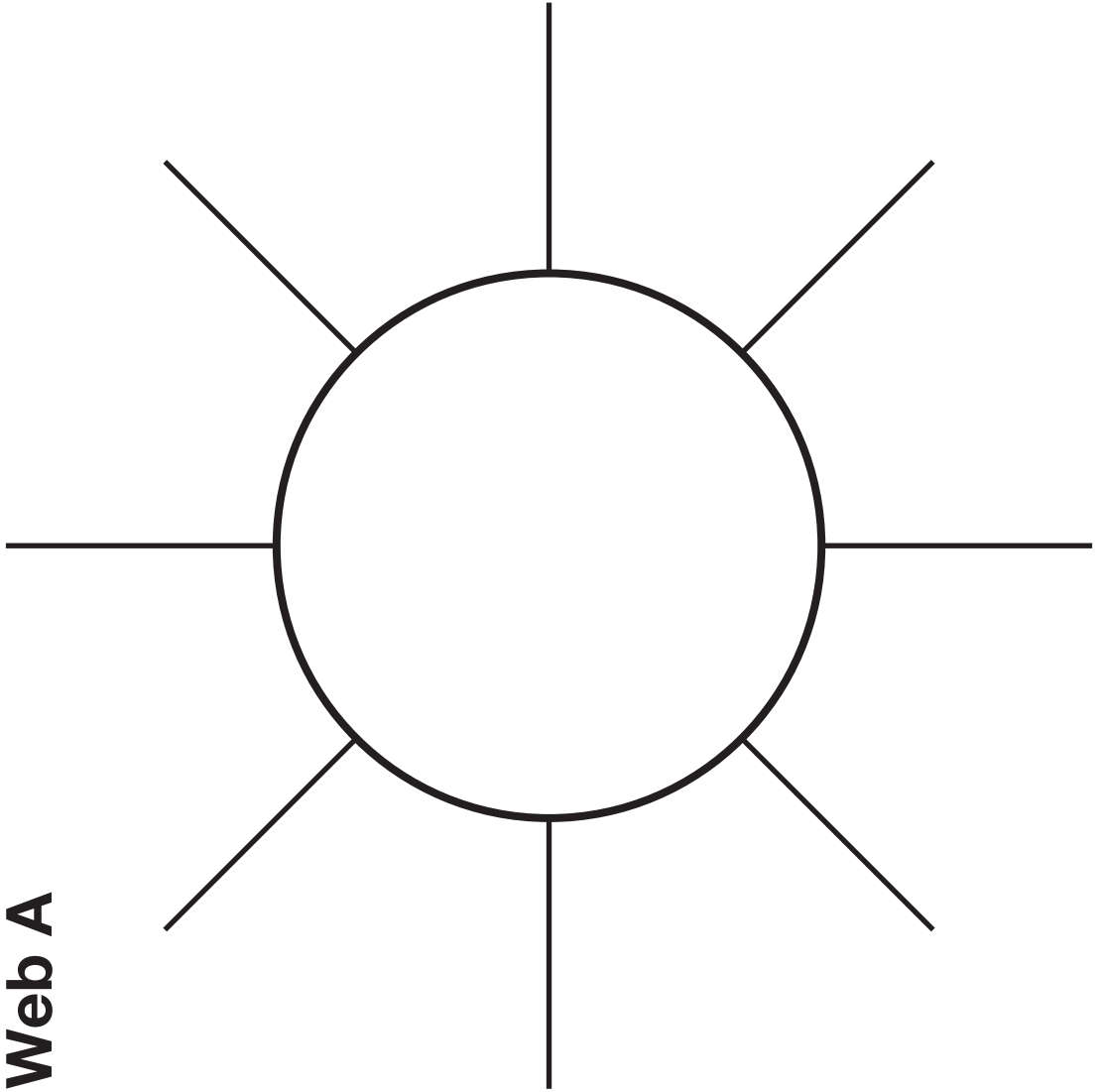
A large, empty rectangular box with a thick gray border, intended for sorting information.A second large, empty rectangular box with a thick gray border, identical to the first one, for sorting information.

Venn Diagram

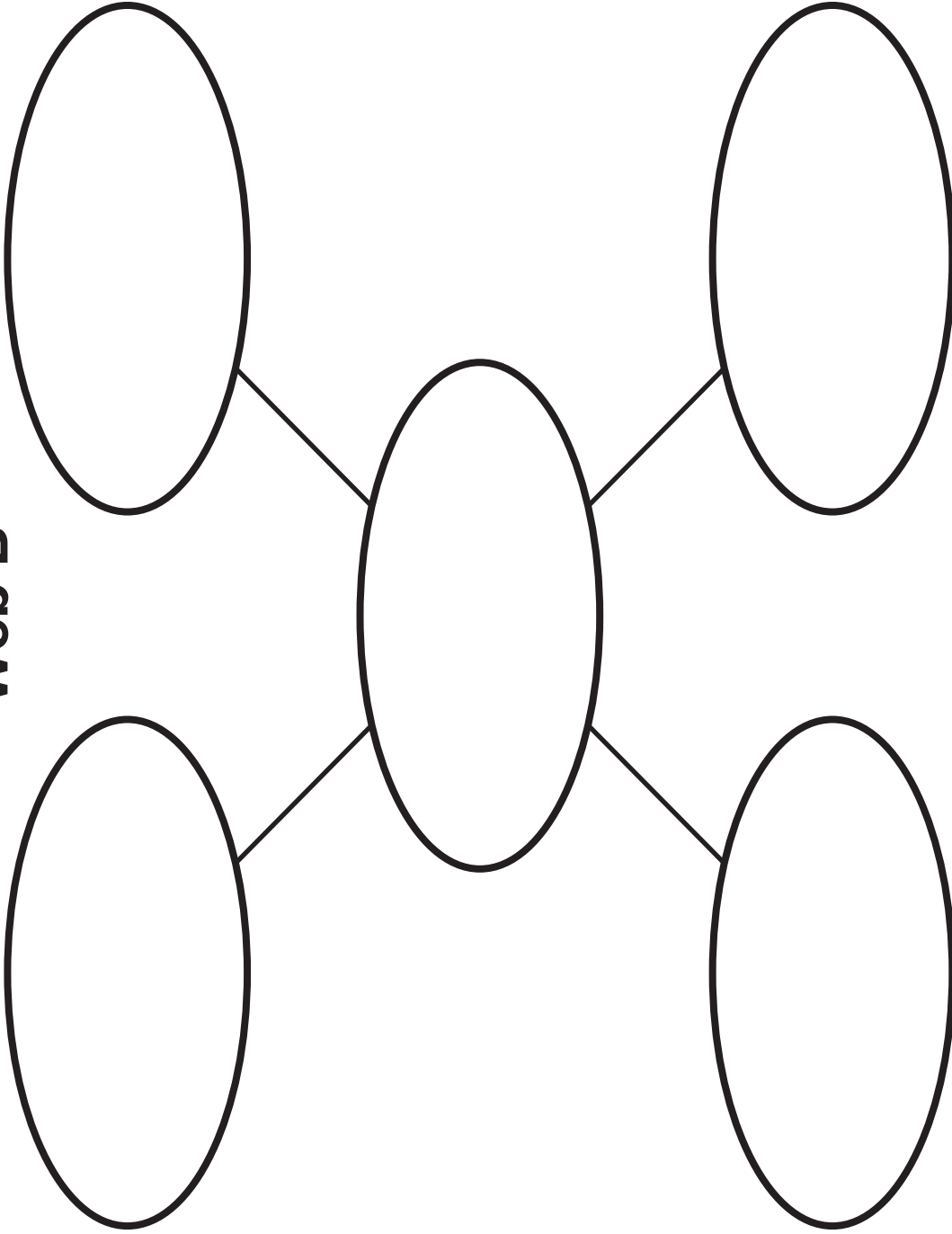


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Web A



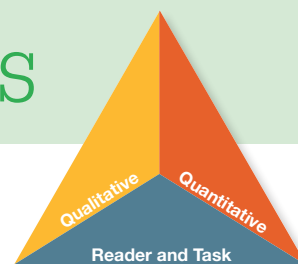
Web B



Word Rating Chart

Word	Know	Have Seen	Don't Know

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of **Theodore Roosevelt: The Adventurous President**.

QUANTITATIVE MEASURES

LEXILE	570L
AVERAGE SENTENCE LENGTH	8.56
WORD FREQUENCY	3.73
PAGE COUNT	44

QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concept (the history of Teddy Roosevelt's life; his experiences and adventures)
STRUCTURE	Conventional historical biography; series of chronological chapters with photos and sidebars; Q & A with expert; timeline
LANGUAGE CONVENTIONALITY AND CLARITY	Frequent use of political and historical terms, most defined in the text
THEME AND KNOWLEDGE DEMANDS	The time period in which Teddy Roosevelt lived

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss the time period that Teddy Roosevelt lived in and what the United States was like then.	Have children identify famous American presidents and some of their achievements; discuss why it was important.



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Marching with Aunt Susan***.

QUANTITATIVE MEASURES

LEXILE	AD650L
AVERAGE SENTENCE LENGTH	14.18
WORD FREQUENCY	3.12
WORD COUNT	2509

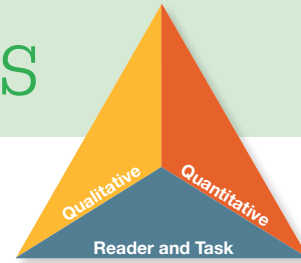
QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concept (that every citizen of a country should be given the same rights, and a voice, in how they are governed)
STRUCTURE	Conventional narrative structure; series of scenes with dialogue; appendix with related historical facts and timeline at the end
LANGUAGE CONVENTIONALITY AND CLARITY	Frequent use of topic-specific vocabulary (e.g., <i>suffrage</i> , <i>referendum</i>) that is not defined in the text
THEME AND KNOWLEDGE DEMANDS	The history of women's rights in the United States, specifically the right to vote

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss how women did not always have the same rights and privileges that men had in the United States, and that they had to fight for equal rights, which included the right to vote.	Have children scan the text and write down words they need to define, such as <i>suffrage</i> and <i>referendum</i> .

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***The Man Who Made Parks***.

QUANTITATIVE MEASURES

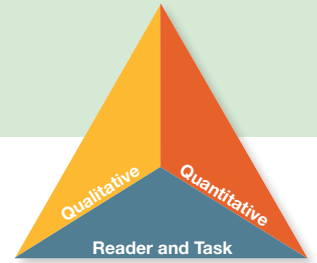
LEXILE	820L
AVERAGE SENTENCE LENGTH	11.78
WORD FREQUENCY	3.31
PAGE COUNT	32

QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concept (public parks provide a space for all people to enjoy nature and one another.)
STRUCTURE	Conventional historical biography; overview of life, then series of short statements with artwork showing examples of work
LANGUAGE CONVENTIONALITY AND CLARITY	Frequent descriptions of nature throughout different areas of the United States; occasional use of advanced vocabulary not defined in text (e.g., <i>overbearing</i> , <i>meandering</i> , <i>confinement</i>)
THEME AND KNOWLEDGE DEMANDS	A background on an urban setting, like New York City, in the mid-to-late 19 th century

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss urban settings in the mid-to-late 19 th century; discuss how a park benefits a city; imagine what a city would be like without public parks and discuss.	Have children go into the text and write down words that describe an urban setting in the mid-to-late 19 th century.



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of **City Green**.

QUANTITATIVE MEASURES

LEXILE	AD480L
AVERAGE SENTENCE LENGTH	9.56
WORD FREQUENCY	3.56
WORD COUNT	1396

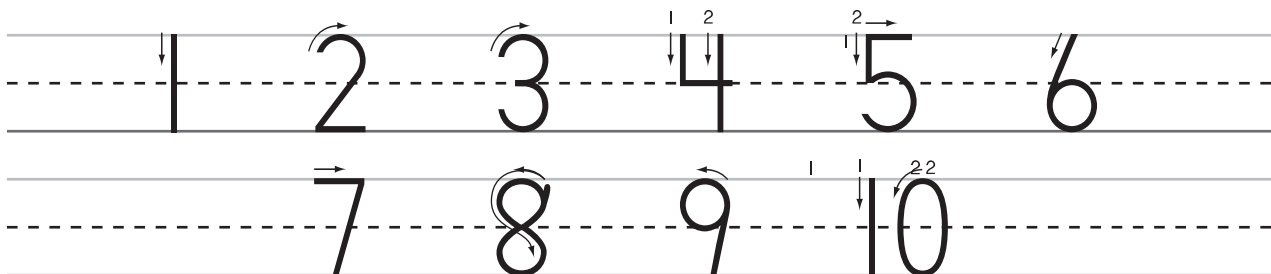
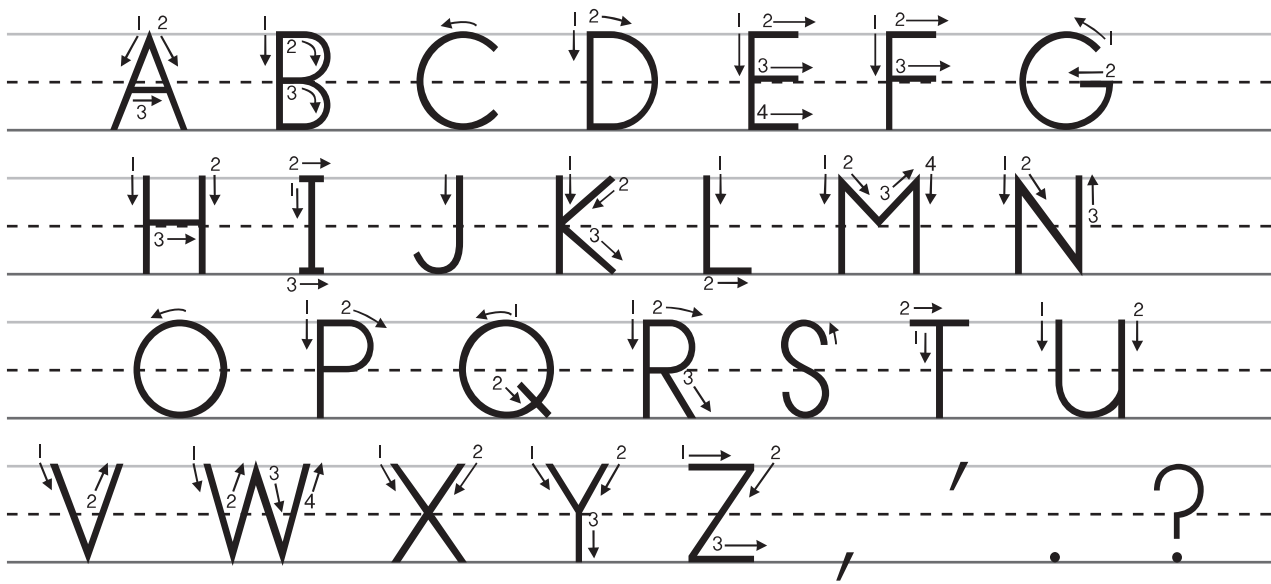
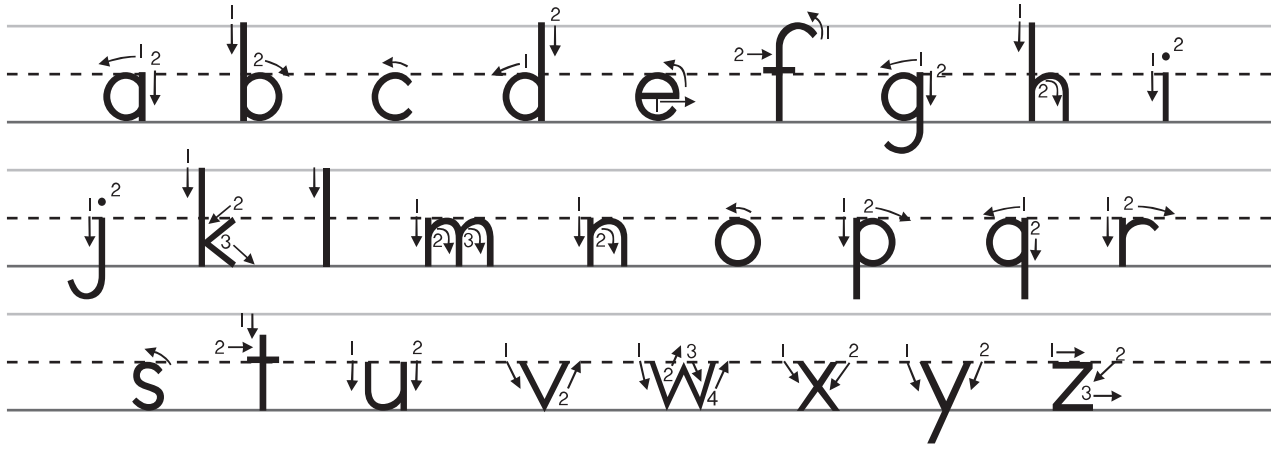
QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concept (a community can work together to make the neighborhood a more enjoyable place to be)
STRUCTURE	Conventional narrative structure; series of scenes with dialogue
LANGUAGE CONVENTIONALITY AND CLARITY	Frequent descriptions of a neighborhood (landscape and citizens); occasional idioms (e.g., <i>sour grapes</i> , <i>good for nothin'</i>)
THEME AND KNOWLEDGE DEMANDS	How to plan and build a community garden

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss what an abandoned building is and why/where they exist; discuss what a community garden is. Determine the difference between a park and a community garden.	Create a plan to transform a vacant lot into a community garden. (What is the first step? What supplies do you need? How can you get others to help? What would you grow? and so on)

Manuscript Alphabet



D'Nealian™ Alphabet

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

D'Nealian™ Cursive

a b c d e f g h i
 j k l m n o p q r
 s t u v w x y z

A B C D E F G
 H I J K L M N O
 P Q R S T U V
 W X Y Z . , ' ?

1 2 3 4 5 6
 7 8 9 10

Acknowledgments

Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

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